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ABSTRACT

This report summarizes responses to a study of graduates and dropouts to obtain information to validate or improve the vocational career orientation program in Arkansas. Data are separated and arranged into these categories: students, vocational career orientation teachers, counselors, principals, superintendents, vice presidents of academic affairs, and variables by sex, race, and size of school. Each section contains tables and corresponding summaries. These findings are among those listed as responsive to problems analysed by the study: (1) over 59% of the students indicated individual guidance as more useful than group counseling; (2) 35% were satisfied with career occupational choice; (3) lack of interest in school led to dropping out of vocational career orientation classes and secondary school; (4) graduates had received better class scheduling and counseling services than most dropouts; (5) annual income of 80% of graduates and 60% of dropouts is less than $5000; (6) factors motivating both groups to enter their present occupation were working with others and the security of having a competent supervisor; and (7) 60% of the participants felt the principal should give strong leadership. Appendixes, amounting to over one-half of the report, provide response differences on all variables on the basis of sex, race, and size of school. (YLB)

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ED195676

Study of Graduates and Dropouts to Determine Need for Vocational Career Orientation 1975-1978

A Research Project
of the
College of Agriculture,
College of Business
and
Department of Counselor Education and Psychology
Arkansas State University
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INTRODUCTION

This study is one in which we gather our data to determine the significance of the total responses received from the study of graduates and dropouts to determine need for career orientation. In order to avoid confusion and simplify the material, it has been separated and arranged into categories. These categories are these: students, vocational career orientation teachers, counselors, principals, superintendents, vice-presidents of academic affairs, sex, race, and size of schools. These categories are accompanied by corresponding tables and summaries.

The material provided demonstrates the effectiveness of the present program and the attitudes of those involved. These facts are borne out by the percentile related to that specific response. Total responses for one area were collected and provided in a written summary following each table. Effectiveness and attitude can be deduced simply by using the tables and summaries to locate and evaluate particular aspects of the study.

STATEMENT OF THE PROBLEM

The primary purpose of this project was to obtain information that would validate or improve vocational career orientation. The program can be justified if it serves the needs and interests of the students enrolled in career education in the state of Arkansas.

The major purpose of this study was to ascertain the factors which influenced students while participating in Vocational Career Orientation in Arkansas schools from 1975 through 1978, to determine their present occupational statuses, and to bring together some of the future needs of graduates and dropouts completing one or more semesters of career orientation.

The study also attempted to determine why those so trained and those who were oriented entered the occupations of their choices or followed other occupations, how the two groups have fared in relation to each other, and how they compared as to background, including race, sex and size of school.

In order that the major purposes of the study be accomplished, the following problems were analyzed:

1. What type of guidance and counseling activities did graduates and dropouts think was important to students of Vocational Career Orientation?
2. What benefit was vocational guidance to students who entered the occupations of their choices or related occupations?
3. What were the reasons why students of Career Orientation did not receive counseling pertaining to their career choices?
4. What were the reasons why students dropped out of Vocational Career Orientation classes?
5. What were the reasons why Career Orientation students dropped out of the secondary schools?
6. What were the backgrounds of the graduate and dropout students? What roles did parents play?
7. How did the graduates and dropouts fare in relation to each other in respect to salary, job adjustment and job satisfaction?

8. What factors motivated the graduates and dropouts to enter the jobs they are now doing?
9. What relation did the semesters of training in vocational career orientation have on occupational status?
10. What was the administrative leadership at the local level?

DEFINITION OF TERMS

The writer feels that certain terms should be clarified to assure the reader a complete understanding of this study. Definitions of terms used are shown herewith:

Graduate	A "graduate" is a student who received at least one or two semesters of Vocational Career Orientation and who graduated from high school.
Dropout	A "dropout" is a student who received at least part of one semester in vocational career orientation. He may or may not have dropped out of school.
Follow-Up Study	A "follow-up study" is an attempt to accumulate relevant data from or about a group (or groups) of individuals after they have had certain similar or comparable characteristics.
Present Employment	"Present employment" means "the type of work the person was doing at the time of the study."

DESIGN OF STUDY

The project staff of Arkansas State University has developed an appropriate follow-up design for determining the impact Vocational Career Orientation has on students as they make educational and career decisions pertaining to the world of work. The names of students were first selected by the State Department of Education and then by the superintendents. Personal questionnaires were mailed to each student after obtaining their addresses from the superintendents. If no response was made, the questionnaires were mailed again.

PROCEDURES OF COLLECTING DATA

The data for this study was obtained through personal mailed questionnaires and telephone follow-ups to available graduates and dropouts from Vocational Career Orientation. The selected students of Vocational Career Orientation were mailed survey forms to be filled out and returned. If the project director did not receive fifty percent of the selected samples, an effort was made through personal interviews.

SAMPLE SELECTIONS

A sample of ten percent of the population of students who were enrolled in Vocational Career Orientation from 1975-1978 were drawn from the computer data file in the State Department of Education. The sample was drawn by Mr. Paul Cunningham, Research Associate, through the use of a random sampling technique. Of the students selected, 650 active addresses were obtained encompassing 46 schools, of which 404 or 63 percent were returned.

DATA ANALYSIS TECHNIQUES

The questionnaire was designed to allow the collected data to be analyzed by computer. A coding scheme was developed for questionnaire responses, and these data were coded on punched cards. The entire file was then written for magnetic disk storage and maintained on-line throughout the data analysis and evaluation phase of the study.

STATISTICAL METHODOLOGY

All returned questionnaires were coded and classified for computer processing. The SPSS* statistical package was used for all descriptive statistics and hypothesis testing.

Descriptive statistics for the student, teacher, principal, superintendent, and university administrator subgroups were generated. In addition, tests were made to discover response differences within selected subgroups on the basis of sex, race, length of program, and size of school. The null hypothesis that there were no differences within these categories was assumed. Since the questionnaire items were of nominal scaling, the chi-square statistic was used and all were performed at the .05 alpha level.

EVALUATION AND DISSEMINATION DESIGN

One way frequency distributions of total sample and sub sample item responses were evaluated as being descriptive of the populations and subpopulations being represented. The chi-square statistic was applied at the .05 probability level to assess the relationship between the items being measured and the grouping of the respondents.

Research findings were reported in tabular and graphic form as part of the final report. In addition, all schools taking part in this study will receive a profile report on the responses of graduates and dropouts. These reports were computer generated frequency tables or histograms.

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1. Statistical Package for the Social Sciences. (New York: McGraw-Hill, Inc. 1975)

COUNSELING HELP RECEIVED BY VOCATIONAL CAREER ORIENTATION STUDENTS

Our study focuses on the student. The student is the person who is receiving the benefits of career orientation programs. Certainly, with society becoming more and more complex, the importance of professional classroom instruction to the student becomes more evident. It is borne out that teachers are qualified and capable of teaching the program. Another major topic concerning students is that of counseling. Headings such as when, what kind, and overall effectiveness are treated in the tables that follow.

Table 1. DISTRIBUTION BY SEX

Sex	Number	Percent
Male	214	53.0
Female	190	47.0
Total	404	100.0

Distribution by Sex As shown in Table 1, out of 404 students from 126 schools, 214 (53%) were male and 190 (47%) were female.

Table 2. DISTRIBUTION BY RACE

Race	Number	Percent
Black	111	27.5
White	287	71.0
Other	4	1.0
No Response	2	0.5
Total	404	100.0

Distribution by Race As indicated in Table 2, the racial composition of this sample included 111 (27.5%) black, 287 (71%) white, and 4 (1%) other.

Table 3. DISTRIBUTION OF AGE GROUPS INCLUDED IN STUDY

Date of Birth	Number	Percent
1958	5	1.2
1959	3	0.7
1960	19	4.7
1961	39	9.7
1962	69	17.1
1963	89	22.0
1964	94	23.3
1965	58	14.4
1966	17	4.2
1967	1	0.2
No Response	10	2.5
Total	404	100.0

Distribution of Age Groups Included in Study

In Table 3 the birth years for students in this study ranged from 1958 through 1967. Ninety-two percent of the students ranged in age from 15 to 20 years.

Table 4. OCCUPATIONAL DISTRIBUTION BY CLUSTERS

	Fathers		Mothers		Students	
	No.	%	No.	%	No.	%
1. Marketing and Distribution	26	6.4	31	7.7	15	3.7
2. Communications and Media	1	0.2	3	0.7	2	0.5
3. Hospitality, Recreation & Tourism	0	0.0	1	0.2	1	0.2
4. Consumer and Homemaking Education	0	0.0	220	54.5	2	0.5
5. Marine Science	2	0.5	0	0.0	0	0.0
6. Fine Arts and Humanities	1	0.2	1	0.2	0	0.0
7. Construction	49	12.1	2	0.5	9	2.2
8. Manufacturing	27	6.7	31	7.7	6	1.5
9. Personal Services	13	3.2	13	3.2	5	1.2
10. Health	7	1.7	31	7.7	2	0.5
11. Environment	5	1.2	1	0.2	0	0.0
12. Transportation	41	10.1	1	0.2	5	1.2
13. Business and Office	7	1.7	10	2.5	3	0.7
14. Agri-Business and Natural Resources	58	14.4	7	1.7	7	1.7
15. Public Service	27	6.7	38	9.4	47	11.6
16. No Occupation	127	31.4	12	3.0	296	73.3
17. No Response	13	3.2	2	0.5	4	1.0
Total	404	100.0	404	100.0	404	100.0

Occupational Distribution by Clusters

In Table 4 the cluster system developed by the United States Office of Education was used in this study to classify occupations of father, mother, and students; 53 percent of the fathers were employed in the following clusters: Agriculture, Business and Natural Resources (14.4%), Construction (12.1%), Transportation (10.1%), Manufacturing (6.7%), Marketing and Distribution (6.4%), and Personal Services (3.2%). No occupation was listed for 31.4 percent of the fathers.

In the following clusters 90 percent of the mothers worked: Consumer and Homemaking (54.5%), Public Service (9.4%), Marketing and Distribution (7.7%), and Personal Services (3.2%). Three percent of the mothers were listed as unemployed as indicated by Table 5-A, 27.5 percent of the students were employed, and Table 4 indicates that approximately one half of the students were employed in Public Service. Most of the remaining students were employed in the following clusters: Marketing and Distribution, Construction, Manufacturing, Personal Service, Transportation, and Agriculture-Business and Natural Resources.

Table 5-A. DISTRIBUTION OF STUDENT EMPLOYMENT

Employment	Number	Percent
Employed	111	27.5
Unemployed	290	71.8
No Response	3	.7
Total	404	100.0

Distribution of Student Employment The number and percentage of students employed as full-time or part-time workers are as shown in Table 5-A. Of all students responding to this questionnaire, 111 (27.5%) were employed in either a full-time or part-time capacity.

Table 5-B. DISTRIBUTION OF STUDENT EMPLOYMENT BY RACE

	Black		White		Other	
	No.	%	No.	%	No.	%
Employed	19	17.4	91	31.8	1	0.2
Unemployed	90	82.6	195	68.2	3	0.7
No Response	5	1.2	0	0.0	0	0.0
Total	114	100.0	286	100.0	4	0.9

Distribution of Students Employed by Race In Table 5-B is shown a distribution of students employed by race. Out of 114 black students in this sample, 19 (17.4%) were employed. Of the 286 white students 91 (31.8%) were employed. One student out of the four in the other category was employed.

Table 5-C. DISTRIBUTION OF STUDENT EMPLOYMENT BY SEX

	Male		Female	
	No.	%	No.	%
Employed	79	37.3	32	16.9
Unemployed	133	62.7	157	83.1
No Response	3	0.7	0	0.0
Total	215	100.7	189	100.0

Distribution of Student Employment by Sex

As shown in Table 5-C, the distribution of students, employment by sex is seen; 79 (37.3%) of the males were employed and 32 (16.9%) of the females were employed.

Table 6. SIZE OF SCHOOL ENROLLMENT

Size	Number	Percent
Less than 500	115	28.5
501-1500	187	46.3
Over 1500	48	11.9
No Response	54	13.4
Total	404	100.0

Size of School Enrollment

Table 6 indicates 187 (46.3%) students were enrolled in schools with an enrollment of 501-1500; 115 (28.5%) were enrolled in the less than 500 size. In the over 1500 size, 48 (11.9%) students were enrolled.

Table 7. FACTORS WHICH INFLUENCED STUDENTS TO TAKE VOCATIONAL CAREER ORIENTATION

	Most Important		Second Most Important		Third Most Important		No Response	
	No.	%	No.	%	No.	%	No.	%
1. This course was required of all students in my school.	146	36.1	53	13.1	115	28.5	90	22.3
2. Friends recommended the course to me.	62	15.3	112	27.7	142	35.1	88	21.8
3. A parent (or both parents) wanted me to take VCO.	83	20.5	105	26.0	113	28.0	103	25.5
4. The VCO teacher wanted me to take the course.	74	18.3	84	20.8	128	31.7	118	29.2
5. A teacher other than the VCO teacher wanted me to take the course.	58	14.4	65	16.1	163	40.3	118	29.2
6. I thought the VCO course would be easy.	86	21.3	86	21.3	131	32.4	101	25.0
7. I had no particular reason for taking the course.	78	19.3	65	16.1	149	36.9	112	27.7
8. Other reasons	109	27.0	23	5.7	57	14.1	215	53.2

Factors Which Influenced Students to Take Vocational Career Orientation

Table 7 indicates that the factor that was chosen as most important was 146 (36.1%) "This course was required of all students in my school." In the second most important category, the factor was "Friends recommended the course to me." The factor chosen by 163 (40.3%) of the students was "A teacher other than the Vocational Career Orientation teacher wanted me to take the course."

Table 8. HELP RECEIVED FROM COUNSELOR'S PRIOR TO ENROLLMENT IN VOCATIONAL CAREER ORIENTATION

Help Received	Number	Percent
Much help	42	10.4
Some help	72	17.8
Little help	61	15.1
No help at all	172	42.6
No response	4	1.0
No counselor	53	13.1
Total	404	100.0

Help Received from Counselor Prior to Enrollment in Vocational Career Orientation

Of the students in Table 8, 175 (44.3%) received counseling help prior to enrollment in Vocational Career Orientation, while 172 (42.6%) received no help at all; 53 (13%) of the students indicated that they did not have a counselor in their school. Counselors should make sure that counseling services are available to all students in their school or that students are aware of the availability of counseling services.

Table 9. HELP RECEIVED FROM COUNSELOR IN CLASS OR GROUP SESSION PRIOR TO ENROLLEMNT IN VOCATIONAL CAREER ORIENTATION

	First Semester		Second Semester	
Sessions	Number	Percent	Number	Percent
4 times or more	22	5.4	23	5.7
3 times	17	4.2	17	4.2
2 times	43	10.6	29	7.2
1 time	77	19.1	74	18.3
Counselor did not help	184	45.5	191	47.3
No counselor	52	12.9	52	12.9
No Response	9	2.2	18	4.5
Total	404	100.0	404	100.0

Help Received from Counselor in Class or Group Session Prior to Enrollment in Vocational Career Orientation

Table 9 shows that very little differences were noted in class or group help from the counselor during the first or second semester prior to enrollment in Vocational Career Orientation. During the first semester, 157 (39%) received help from 1 to 4 times from the counselor while 184 (45.5%) received no help; 52 (12.9%) students indicated that no counselor was available. Counselors could check on the possibility of scheduling class or group sessions with students prior to the year that Vocational Career Orientation is offered in their schools.

Table 10. HELP RECEIVED FROM COUNSELOR IN INDIVIDUAL SESSION PRIOR TO ENROLLMENT IN VOCATIONAL CAREER ORIENTATION

	First Semester		Second Semester	
Sessions	Number	Percent	Number	Percent
4 times or more	16	4.0	20	5.0
3 times	18	4.5	9	2.2
2 times	35	8.7	29	7.2
1 time	64	15.8	64	15.8
Counselor did not help	209	51.7	212	52.5
No Counselor	52	12.9	52	12.9
No Response	10	2.5	18	4.5
Total	404	100.0	404	100.0

Help Received from Counselor in Individual Session Prior to Enrollment in Vocational Career Orientation

As illustrated in Table 10 individual help received from counselors prior to enrollment in vocational career orientation was very little different from the first to the second semester. One hundred thirty-three (15.8%) received help from one to four times from the counselor during the first semester; 209 (51.7%) did not seek help; 52 (12.9%) of the students did not have a counselor available. If counselors would increase the class or group counseling as was previously recommended, individual counseling contacts would probably increase also. If no counseling duties prevented this student contact, perhaps counselor-administrator conferences should be set up to allow more time for individual and group counseling.

Refer to Table 16 to see why students did not seek counseling.

Table 11. HELP RECEIVED FROM COUNSELOR DURING ENROLLMENT IN VOCATIONAL CAREER ORIENTATION

Help Received	Number	Percent
Much help	41	10.1
Some help	76	18.8
Little help	61	15.1
No help	113	28.0
No Counselor	56	13.9
No help desired	55	13.6
No Response	2	0.5
Total	404	100.0

Help Received from Counselor During Enrollment in Vocational Career Orientation Table 11 shows that 178 (44%) students indicated that they received a little help or too much help during their enrollment in Vocational Career Orientation. Only 41 (10.1%) received much help from the counselor, 113 (28%) received no help, and 55 (13.6%) desired no help from the counselor. Counselors and Vocational Career Orientation teachers could work together during enrollment in Vocational Career Orientation to make students aware of the availability and benefits of counseling. A special effort should be made to determine why students did not desire help from the counselor.

Table 12. HELP RECEIVED EACH SEMESTER FROM COUNSELOR IN GROUP OR CLASS SESSION DURING ENROLLMENT IN VOCATIONAL CAREER ORIENTATION

	First Semester		Second Semester	
Help Received	Number	Percent	Number	Percent
4 times or more	29	7.2	32	7.9
3 times	22	5.4	18	4.5
2 times	44	10.9	38	9.4
1 time	57	14.1	63	15.6
Counselor did not help	191	47.3	185	45.8
No counselor	50	12.4	50	12.4
No Response	11	2.7	18	4.5
Total	404	100.0	404	100.0

Help Received Each Semester from Counselor in Group or Class Session During Enrollment in Vocational Career Orientation

During enrollment in Vocational Career Orientation, Table 12 illustrates 152 (37.6%) students indicated that they received group or class sessions from counselors during the first semester. There was very little difference in the first and second semester responses. One hundred and ninety-one (47.3%) students did not receive help in group or class sessions. The counselors and vocational career orientation teachers could plan regularly scheduled group guidance activities as a part of the vocational career orientation course.

Table 13. HELP RECEIVED EACH SEMESTER FROM COUNSELOR INDIVIDUALLY DURING ENROLLMENT IN VOCATIONAL CAREER ORIENTATION

Help Received	First Semester		Second Semester	
	Number	Percent	Number	Percent
4 times	27	6.7	30	7.4
3 times	37	9.2	28	6.9
2 times	33	8.2	25	6.2
1 time	52	12.9	60	14.9
Counselor did not help	193	47.8	192	47.5
No Counselor	50	12.4	50	12.4
No Response	12	3.0	19	4.7
Total	404	100.0	404	100.0

Help Received Each Semester from Counselor Individually During Enrollment in Vocational Career Orientation

As indicated in Table 13 individual help received from the counselor during enrollment was received one or more times by 149 (37%) during the first semester. Very little difference noted in 193 (47.8%) did not receive help from the counselor. A survey of students to determine why they did not feel that the counselor was a help could be conducted by the counselor.

The counselor could make appropriate changes in the guidance programs to meet the students' needs. Also, a rearrangement of the counselor's duties so that more time could be given to group and individual counseling in order to serve more students could be arranged.

Table 14. IF STUDENT APPROACHED COUNSELOR, WAS PROBLEM WORKED OUT TO THEIR UNDERSTANDING ?

Category Label	Number	Percent
Counselor's alternatives above my capability	6	1.5
Counselor's communication above my understanding	10	2.5
Counselor too busy	5	1.2
Did not like counselor's answer	14	3.5
Counselor did not understand problem	18	4.5
Did not approach counselor	191	47.3
Counselor interested and problem solved	119	29.5
No Response	41	10.1
Total	404	100.0

If Student Approached Counselor, Was Problem Worked Out to Their Under-Standing?

As given in Table 14, of the 172 students (42.7%) who sought counseling, 119 (69%) found the counselor interested and helpful in solving problems. Eighteen (4.5%) felt that the counselor did not understand the problem, and 14 (3.5%) did not like the counselor's answer. One hundred and ninety-one (47.3%) did not approach the counselor. The counselor appears to be doing a good job with those who seek his/her help.

Table 15. TIMES PARENTS WERE INVITED TO ATTEND A MEETING BETWEEN THE COUNSELOR AND THE STUDENT

Times	Number	Percent
3 times	5	1.2
2 times	14	3.5
1 time	33	8.2
Never	326	80.7
Every time	11	2.7
No Response	15	3.7
Total	404	100.0

Times Parents Were Invited to Attend a Meeting Between the Counselor and the Student

As Table 15 shows, 52 (12.9%) students indicated that parents were invited from one to three times to meetings with the counselor and 11 (2.7%) were invited every time; 326 (80.7%) students indicated that parents were never invited to attend at least one session with the student to be made aware of the services that the counselor has to offer.

Table 16. REASONS STUDENTS DID NOT APPROACH COUNSELORS

Reasons	Number	Percent
Problem solved at home	34	8.4
Problem solved by help of teacher	59	14.6
Student worked out own solution	109	27.0
Other Friends	24	5.9
Church career programs	3	0.7
Did not feel that counselor would understand problem	8	2.0
Does not apply	79	19.6
Other	37	9.2
No Response	51	12.6
Total	404	100.0

Reasons Students Did Not Approach Counselors Table 16 illustrates that in responding to reasons why they did not approach counselors, 202 (50%) students indicated that their problems were solved by themselves and by the help of teachers and parents.

Table 17. HELP RECEIVED FROM COUNSELORS SINCE YOU HAVE COMPLETED VOCATIONAL CAREER ORIENTATION IN PLANNING HIGH SCHOOL PROGRAM OF WORK

Help	Number	Percent
Much help	53	13.1
Some help	93	23.0
Little help	41	10.1
No help	99	24.5
No counselor	40	9.9
No help needed	71	17.6
No Response	7	1.7
Total	404	100.0

Help Received from Counselors Since you have Completed Vocational Career Orientation in Planning High School Program of Work

Table 17 indicates since completing the Vocational Career Orientation course, 187 (46.2%) students have received little to much help from the counselor in planning their high school program of work; 99 (24.5%) have received no help; 71 (17.6%) said that no help was needed. Counselors and Vocational Career Orientation teachers should encourage further counseling after completion of the Vocational Career program.

Table 18. HELP RECEIVED FROM COUNSELOR'S IN CLASS OR GROUP SESSION SINCE COMPLETING VOCATIONAL CAREER ORIENTATION

Times	Number	Percent
4 times	32	7.9
3 times	21	5.2
2 times	43	10.6
1 time	82	20.3
Counselors did not help	169	41.8
No counselor	45	11.1
No Response	12	3.0
Total	404	100.0

Help Received from Counselors in Class or Group Session Since Completing Vocational Career Orientation

Table 18 shows 170 (44%) students indicated that they have received help from the counselor in class or group sessions since completing Vocational Career Orientation. No group or class help was received from counselors from 169 (41.8%) of the students.

Table 19. HELP RECEIVED FROM COUNSELOR IN INDIVIDUAL OR PERSONAL CONFERENCE SINCE COMPLETING VOCATIONAL CAREER ORIENTATION

Times	Number	Percent
4 times	31	7.7
3 times	34	8.4
2 times	44	10.9
1 time	86	21.3
Counselors did not help	151	37.4
No counselor	44	10.9
No Response	14	3.5
Total	404	100.0

Help Received from Counselor in Individual or Personal Conference Since Completing Vocational Career Orientation

Table 19 shows since completing Vocational Career Orientation, 195 (48.3%) of the students sought individual conferences from the counselor; 151 (37.4%) did not seek help.

Less than one-half of the students surveyed indicated that they received counseling prior to, during, as well as following Vocational Career Orientation.

Table 20. WHAT TYPE OF GUIDANCE AND COUNSELING DID STUDENTS CONSIDER TO BE MOST USEFUL

Type	Number	Percent
Group	127	31.4
Individual	242	59.9
No Response	35	8.7
Total	404	100.0

What Type of Guidance and Counseling Did Students Consider to be Most Useful

Table 20 illustrates 242 (59.9%) students indicated that individual guidance and counseling was more useful than group which was selected by 127 (31.4%).

Table 21. REASONS STUDENTS DID NOT RECEIVE COUNSELING PERTAINING TO VOCATIONAL CAREER CHOICE

Reasons	Number	Percent
No Counselor	51	12.6
Too many students in the school	15	3.7
My schedule would not permit time for counseling	40	9.9
Counselor's time was taken up with other activities besides counseling	11	2.7
I was not aware of the counseling service	35	8.7
I did not desire the service of a counselor	161	39.9
Other	40	9.9
No Response	51	12.6
Total	404	100.0

Reasons Students Did Not Receive Counseling Pertaining to Vocational Career Orientation

Table 21 indicates 161 (39.9%) students did not desire counseling service pertaining to vocational career choice. Forty (9.9%) indicated that their schedule would not permit time; 35 (8.7%) students were not aware of counseling services that were available. Administrators and counselors should consider scheduling counselor time when making up a student's schedule. Also, the counselor's schedule should allow more time for counseling students.

Table 22. WHAT PART OF VOCATIONAL CAREER ORIENTATION TRAINING HAS BEEN MOST USEFUL IN YOUR PRESENT OCCUPATION

VCO Training	Number	Percent
Classroom work	93	23.0
Hands-On Activities	76	18.8
Laboratory & Visual Training	27	6.7
Shop Work	103	25.5
Other	50	12.4
No Response	55	13.6
Total	404	100.0

What Part of Vocational Career Orientation Training Has Been Most Helpful in Your Present Occupation?

As illustrated in Table 22, 103 (25.5%) students chose shopwork as the most useful in their present occupation; 93 (23%) chose classroom work as most useful, while 76 (18.8%) chose Hands-On activities.

Table 23. WHAT PART OF YOUR VOCATIONAL CAREER ORIENTATION TRAINING HAS BEEN LEAST USEFUL IN YOUR PRESENT OCCUPATION

VCO Training (Least Useful)	Number	Percent
Classroom work	104	25.7
Hands-On Activities	43	10.6
Laboratory & Visual Training	80	19.8
Shop Work	60	14.9
Other	47	11.6
Total	334	82.6

What Part of Your Vocational Career Orientation Training Has Been Least Useful in your Present Occupation?

Table 23 indicates in considering what is least useful in present occupations, 104 (25.7%) students chose classroom work. Laboratory and visual training was selected by 80 (19.8%) students.

Table 24. IF YOU COULD DO IT OVER AGAIN, WOULD YOU CHOOSE THE SAME OCCUPATION OR TRADE

Responses	Number	Percent
Yes	143	35.4
No	37	9.2
Undecided	175	43.3
No Response	49	12.1
Total	404	100.0

If You Could Do It Over Again, Would You Choose the Same Occupation or Trade? Table 24 indicates 175 (43.3%) students were undecided about their occupational choices, while 143 (35.4%) were satisfied with their choices.

Table 25. DID THE EXPERIENCES YOU GAINED IN VOCATIONAL CAREER ORIENTATION HELP YOU TO MAKE A WISE OCCUPATIONAL CHOICE

Responses	Number	Percent
Yes	197	48.8
No	30	7.4
Undecided	122	30.2
No Response	55	13.6
Total	404	100.0

Did the Experience You Gained in Vocational Career Orientation Help You to Make a Wise Occupational Choice As shown in Table 25, 197 (48.8%) students indicated that the experience gained in Vocational Career Orientation helped them to make a wise occupational choice; 122 (30.2%) were undecided on this question; 30 (7.4%) students indicated that Vocational Career Orientation was no help in making a wise occupational choice.

Table 26 . SUBGOALS THAT STUDENTS FELT THAT WERE MOST SIGNIFICANT IN THEIR TRAINING

Subgoals	Most Significant		Significant		Insignificant		No Response	
	No.	%	No.	%	No.	%	No.	%
Goal setting	178	44.1	110	27.2	36	8.9	80	19.8
Lifestyle	113	28.0	157	38.9	37	9.2	97	24.0
Decision Making	204	50.5	97	24.0	23	5.7	80	19.8
Occupational Supply and Demand	70	17.3	148	36.6	84	20.8	102	25.2
Career Information	141	34.9	144	35.6	35	8.7	84	20.8
Job Characteristics	121	30.0	141	34.9	44	10.9	98	24.3
Needs and Interests	123	30.4	144	35.6	39	9.7	98	24.3
Job Interview Skills	153	37.9	103	25.5	59	14.6	89	22.0
Job Retention Skills	66	16.3	146	36.1	85	21.0	107	26.5
Work Attitudes	228	56.4	73	18.1	18	4.5	85	21.0
Appreciation of Quality Work	183	45.3	102	25.2	26	6.4	93	23.0
Interpersonal Relationships	88	21.8	150	37.1	64	15.8	102	25.2
Human Relationships	147	36.4	144	35.6	25	6.2	88	21.8
Group Dynamics Skills	51	12.6	148	36.6	99	24.5	106	26.2
Problem Solving	143	35.4	134	33.2	34	8.4	93	23.0
Self-Understanding	184	45.5	95	23.5	33	8.2	92	22.8
Career Interests and Capabilities	136	33.7	135	33.4	37	9.2	96	23.8
Work Responsibility	236	58.4	74	18.3	15	3.7	79	19.6
Political & Social Attitudes	64	15.8	137	33.9	102	25.2	101	25.0
Effects of Technology	47	11.6	141	34.9	113	28.0	103	25.5
Worker Interdependence	95	23.5	156	38.6	52	12.9	101	25.0
Use of Money & Resources	169	41.8	109	27.0	46	11.4	80	19.8
Supply and Demand	94	23.3	153	37.9	55	13.6	102	25.2
Education & Careers	198	49.0	106	26.2	17	4.2	83	20.5
Learning Experience and Careers	178	44.1	107	26.5	27	6.7	92	22.8
Nontraditional Work Role	29	7.2	147	36.4	130	32.2	98	24.3
Labor Laws Protecting Workers' Rights	113	28.0	111	27.5	81	20.0	99	24.5
Total	3552	879.2	3412	877.3	1442	3906.9	2528	625.7

Subgoals That Students Felt Were Most Significant in their Training

As indicated in Table 26, students felt that was most significant in their training was worker responsibility which was chosen by 236 (58.4%) students. The significant sutgoal was "Lifestyle" which was selected by 157 (38.9%) students. The top insignificant subgoal "Nontraditional work roles" was chosen by 130 (32.2%) students Vocational Career Orientation teachers should take in consideration the percentage of responses in the most significant column when placing emphasis on the subgoals of Career Education in the Vocational Career Orientation curriculum.

Section II. GRADUATES and DROP-OUTS DURING ENROLLMENT IN VOCATIONAL CAREER ORIENTATION

Table 27. YEAR DROPPED OUT OF HIGH SCHOOL

Year	Number	Percent
1975	1	0.2
1976	6	1.5
1978	2	0.5
1979	10	2.5
1980	6	1.5
1981	1	0.2
No Response	378	93.6
Total	404	100.0

Year Dropped Out of High School Table 27 indicates of the 404 students who responded to this questionnaire, 29 dropped out since 1975; 10 (2.5%) dropped out in 1979.

Table 28. REASONS FOR DROPPING OUT OF SCHOOL

Reasons	Number	Percent
Grades (Poor scholarship)	2	6.90
Satisfied	1	3.45
Money Problems	3	10.34
Pregnancy	4	13.79
Lost Self Respect	2	6.90
Not Interested in School (absenteeism, disciplinary problems, employment, Armed Services).	7	24.13
	2	6.90
Marriage	1	3.45
Poor School Offerings	1	3.45
Poor Student-Teacher-Counselor Relationship	4	13.79
Scheduling	0	.00
No Response	2	6.90
Total	29	100.00

Reasons for Dropping Out of School As illustrated in Table 28, in responding to the reasons for dropping out of school, 7 (24.13%) indicated they were not interested in school. Pregnancy was given as the reason by 4 (13.8%) of the drop-outs. Also, poor student-teacher-counselor relationships was listed by 4 students.

Table 29. SATISFACTION RECEIVED FROM DROPPING OUT OF SCHOOL

Satisfaction	Number	Percent
Dissatisfied	18	62.07
Satisfied	11	37.93
Total	29	100.00

Satisfaction Received from Dropping out of School Table 29 illustrates 18 (62.07%) of the students who dropped out of school indicated that they were dissatisfied with their decisions while 11 (37.9%) students were satisfied. A follow-up on drop-outs with an offer to help them to re-enroll in school might be helpful to those who were dissatisfied with their decision.

Section III.

Table 30. CHIEF DIFFICULTY EXPERIENCED IN JOB PLACEMENT

Difficulty	Number	Percent
Student Training not Recognized by Employer	49	12.1
Employers not Interested in Youth	64	15.9
Student did not have skill for the job	78	19.3
Other	46	11.4
No Response	167	41.3
Total	404	100.0

Chief Difficulty Experienced in Job Placement Table 30 shows that the students who responded to this question were employed and/or students who had difficulty in seeking job placement ; 78 (19.3%) listed not having skill for the job as the chief cifficulty. Employers not interested in youth was listed by 64 (15.9%) students; 49 (12.1%) indicated that student training was not recognized by their employer. Employers are interested in salable skills. Further consideration should be given to the school curriculum concerning the need for training of, and the evaluation of salable skills for students.

Table 31 A. JOB SATISFIERS IN FIRST EMPLOYMENT

Satisfiers	Number	Percent
Working with others	63	15.6
Completing work by yourself	34	8.4
Respect from others for doing the job	41	10.1
Having supervisor ready for help when needed	49	12.1
Directing others on the job	8	2.0
Other	35	8.7
No Response	174	43.1
TOTAL	404	100.0

Job Satisfiers in First Employment   Table 31 indicates that in response to the question, "On your first job, exactly what satisfied you most about the job?" Sixty-three (15.6%) students gave working with others as most satisfactory. The next most frequent response was having a supervisor ready for help when needed which was checked by 49 (12.1%) students.

Table 31 B. PRESENT YEARLY INCOME FOR GRADUATES AND NON-GRADUATES

INCOME	GRADUATES		NON-GRADUATES	
	NUMBER	PERCENT	NUMBER	PERCENT
Under $4,999	125	80.6	13	61.9
$5,000 - $7,999	20	12.9	5	23.7
$8,000 - $19,000	5	3.3	1	4.8
$10,000 - $11,999	2	1.3	1	4.8
$12,000 - $14,000	1	.6	1	4.8
Above $15,000	2	1.3	0	0
	155	100.0	21	100.0

In Table 31A a comparison of graduates and non-graduates is given as to yearly income. Of the 155 graduates, 125 (80.6%) were employed in jobs paying less than five thousand dollars, whereas 13 (61.9%) of the non-graduates were employed in the same category.

Table 32. EXPECTED EMPLOYMENT LIFE

Years	Number	Percent
1-9	65	16.1
10-19	27	6.7
20-30	40	9.9
Over 30	94	23.2
No Response	178	44.1
Total	404	100.0

Expected Employment Life

As Table 32 indicates, the expected employment life ran the range of one to over thirty years with 178 (44.1%) of the students not responding to this question. Ninety-four (23.2%) students expected to work for more than thirty years while 65 (16.1%) expected to work nine years or less.

Section IV. LEADERSHIP and SCHEDULING

Table 33. PRINCIPAL SUPPORT FOR VOCATIONAL CAREER ORIENTATION CLUB ACTIVITIES

	Number	Percent
Yes	288	71.3
No	70	17.3
No Response	46	11.4
Total	404	100.0

Principal Support for Vocational Career Orientation Club Activities As Table 33 shows, students were asked to think back to the time of their enrollment in Vocational Career Orientation in order to respond to questions in the leadership and scheduling section. Table 33 refers to the principal support for Vocational Career Orientation club activities; 288 (71.3%) of the respondents felt that they had the principal's support.

Table 34. SHOULD CAREER ORIENTATION BE REQUIRED

Required	Number	Percent
Yes	288	71.3
No	81	20.0
No Response	35	8.7
Total	404	100.0

Should Career Orientation Be Required? As illustrated in Table 34, 288 (71.3%) students thought that Vocational Career Orientation should be required. School administrators and boards should be informed of the large number of students responding to the Vocational Career Orientation program as a requirement for all students.

Table 35. ONE SEMESTER OR TWO SEMESTER OFFERINGS IN VOCATIONAL CAREER ORIENTATION

Semesters	Number	Percent
1 Semester	93	23.0
2 Semester	261	64.6
No Response	50	12.4
Total	404	100.0

One Semester or Two Semester Offerings in Vocational Career Orientation As indicated in Table 35, in response to the question on how long they studied Vocational Career Orientation in school, 26 (64.6%) students studied for two semesters, while 93 (23%) studied for one semester.

Table 36. TRAINING RECEIVED IN PART-TIME OR FULL-TIME PROGRAMS

Programs	Number	Percent
Vocational Agriculture	79	19.6
Home-Economics	51	12.6
Business Ed.	41	10.1
Full-time	155	38.4
No Response	78	19.3
Total	404	100.0

Training Received in Part-time or Full-time Programs As shown in Table 36, 155 (38.4%) students stated that they were in a full-time program while 171 (42.3%) students were in part-time programs; 78 (19.3%) did not respond to this question.

Table 37. COUNSELOR ASSISTANCE IN PREPARING CLASS SCHEDULE IN CAREER DEVELOPMENT

	Number	Percent
Yes	145	35.9
No	210	52.0
No Response	49	12.1
Total	404	100.0

Counselor Assistance in Preparing Class Schedule in Career Development As indicated in Table 37 when asked if counselor assistance was given in preparing class schedules with tentative occupations in mind, 145 (35.9%) stated "yes", while 210 (52%) stated "no". Students should be encouraged to seek help from the counselors when making educational and vocational decisions.

Table 38. FREQUENCY OF ENCOURAGEMENT FROM VOCATIONAL CAREER ORIENTATION TEACHER TO RECEIVE ASSISTANCE FROM COUNSELOR

Frequency	Number	Percent
Never	147	36.4
Seldom	124	30.7
Frequently	75	18.6
No Counselor	51	12.6
No Response	7	1.7
Total	404	100.0

Frequency of Encouragement from Vocational Career Orientation Teachers to Receive Assistance from Counselors Table 38 shows Vocational Career Orientation teacher gave seldom to frequent encouragement to 199 (49.3%) students to seek assistance from the counselor; 147 (36.4%) were never encouraged to seek help 51 (12.6%) students had no counselor. Vocational Career Orientation teachers should make more effort to encourage all students to seek help from the counselors.

Table 39. COURSE EXPECTATIONS PRIOR TO ENROLLMENT

Course	Number	Percent
Very good course	155	38.4
Good course	178	44.1
"50-50" course	61	15.1
Very poor course	3	0.7
No Response	7	1.7
Total	404	100.0

Course Expectation Prior to Enrollment As indicated in Table 39, course expectations prior to enrollment were considered good to very good by 333 (82.5%) students. Sixty-one (15.1%) expected the course to be a "50-50" course.

Table 40. STUDENT RESPONSE IN REGARD TO QUALITY OF VOCATIONAL CAREER ORIENTATION COURSE

Response	Number	Percent
Definitely would	210	52.0
Probably would	129	31.9
Undecided	37	9.2
Probably would not	16	4.0
Definitely would not	7	1.7
No Response	5	1.2
Total	404	100.0

Student Response in Regard to Quality of Vocational Career Orientation Course

Table 40 shows that students were asked if they would take vocational career orientation if they had it to do over again. Three hundred thirty-nine (83.9%) indicated that they would probably to definitely take it over again; 37 (9.2%) were undecided; while 23 (5.7%) responded with probably to definitely not.

Table 41. QUALITY OF VOCATIONAL CAREER ORIENTATION COMPARED TO OTHER COURSES

Quality	Number	Percent
Much better	149	36.9
Some better	121	30.0
About the same	113	28.0
Some worse	16	4.0
Much worse	1	0.2
No Response	4	1.0
Total	404	100.0

Quality of Vocational Career Orientation Compared to Other Courses

As indicated in Table 41 some to much better responded to by 270 (66.9%) students who asked how the quality of Vocational Career Orientation compared to other courses; 113 (28%) said it was about the same, while 17 (4.2%) said that it was worse to much worse.

VOCATIONAL CAREER ORIENTATION TEACHERS

This section of the study provides enlightening information for Vocational Career Orientation teachers. Positive results stated how well qualified the Vocational Career Orientation teachers were. This percentile corresponded closely with those teachers that participated in Vocational Career Orientation workshops. These tables also indicated that teachers utilizing advanced teaching methods encouraged the use of behavioral objectives for their students. Other results showed that students' work was good to excellent and fifty percent of the students felt that Vocational Career Orientation should start with the eighth grade level. We also see the cohesiveness between the counselors, Vocational Career Orientation teachers, and the administration in these results.

Table 42. SCHOOL GROUPS SERVED BY VOCATIONAL CAREER ORIENTATION TEACHERS

Level	Number	Percent
Middle/Junior High	55	43.7
High School	39	31.0
Middle/Junior/High School	26	20.6
No response	6	4.8
Total	126	100.0

School Groups Served by Vocational Career Orientation Teachers

As shown in Table 42, 55 (43.7%) Vocational Career Orientation teachers worked in the middle/junior high school setting; 39 (31%) worked in the high school, and 26 (20.6%) worked at both levels.

Table 43. SUBJECT AREAS FOR VOCATIONAL CAREER ORIENTATION TEACHERS

Areas	Number	Percent
Vocational Career Orientation	44	34.9
Vocational Home Economics	17	13.5
Vocational Agriculture	26	20.6
Business Education	6	4.8
Industrial Arts	4	3.2
Cooperative Education	7	5.5
Others	5	4.0
No response	17	13.5
Total	126	100.0

Subject Areas for Vocational Career Orientation Teachers

As Table 43 indicates, 126 (100%) Vocational Career Orientation teachers responded to the questionnaire; 49 (34.9%) indicated Vocational Career Orientation as the subject area in which they spent over 50% of their time teaching; 65 (51.1%) teachers were in various other vocational programs.

Table 44. YEARS OF PUBLIC SCHOOL EXPERIENCE FOR VOCATIONAL CAREER ORIENTATION TEACHERS

Years	Number	Percent
Less than 3 years	15	11.9
3-10 years	55	43.7
11-20 years	26	20.6
20 or more	26	20.6
No response	4	3.2
Total	126	100.0

Years of Public School Experience for Vocational Career Orientation Teachers

Table 44 shows that in response to the question on number of years of public school experience, 55 (43.7%) indicated 3-10 years, 26 (20.6%) checked 11-20 years or more, and 15 (11.9%) had less than three years.

Table 45. LONGEVITY IN PRESENT SCHOOL FOR TEACHERS

Years	Number	Percent
Less than 3 years	36	28.6
3-10 years	63	50.0
11-20 years	14	11.1
More than 20 years	12	9.5
No response	1	0.8
Total	126	100.0

Longevity in Present School for Teachers Table 45 indicates one half of the Vocational Career Orientation teachers had from three to ten years experience in their present school, 36 (28.6%) had less than three years' experience, 14 (11.1%) had 11-20 years' experience and 12 (9.5%) had more than 20 years' experience.

Table 46. RACE OF TEACHERS

Race	Number	Percent
Anglo	105	83.3
Black	20	15.9
No response	1	0.8
Total	126	100.0

Race of Teachers Table 46 illustrates that of the 126 Vocational Career Orientation teachers who completed this questionnaire, 105 (83.3%) teachers were Anglo; and 20 (15.9%) were Black.

Table 47. SEX OF TEACHERS

Sex	Number	Percent
Male	67	53.2
Female	58	46.0
No Response	1	0.8
Total	126	100.0

Sex of Teachers As shown in Table 47, 67 (53.2%) of the teachers were male; and 58 (46%) were female.

Table 48. DEGREE PRESENTLY HELD BY TEACHERS

Degree	Number	Percent
BS	73	57.9
MS	53	42.1
Total	126	100.0

Degree Presently Held by Teachers Table 48 indicates 73 (57.9%) of the teachers had a BS degree and 53 (42.1%) had the MS degree.

Table 49. PARTICIPATION IN VOCATIONAL CAREER ORIENTATION WORKSHOPS BY YEARS FOR TEACHERS

Years	Number	Percent
1974-75	19	15.1
1975-76	20	15.9
1976-77	19	15.1
1977-78	19	15.1
1978-79	23	18.3
No response	26	20.6
Total	126	100.0

Participation in Vocational Career Orientation Workshops by Years for Teachers Table 49 indicates 100 (79.5%) teachers participated in the Vocational Career Orientation workshops since the 1974-1975 school year.

Table 50. TEACHER'S EVALUATION OF SELECTED STUDENT OUTCOMES

Student Outcomes	Definitely Disagree		Disagree		Agree		Definitely Agree		No Response	
	No.	%	No.	%	No.	%	No.	%	No.	%
1. Students leaving this school have adequate foundation of basic academic skills.	2	1.6	16	12.7	91	72.2	13	10.3	4	3.2
2. The courses adequately deal with relationship between classroom and world of work.	1	0.8	46	36.5	70	55.6	5	4.0	4	3.2
3. Students are exposed to opportunities available to noncollege and college.	3	2.4	36	28.6	69	54.8	15	11.9	3	2.4
4. Through VCO programs students develop awareness of many occupations and the skills they require.	1	0.8	14	11.1	75	59.5	31	24.6	5	4.0
5. Students are adequately equipped with decision making skills.	0	0.0	44	34.9	74	58.7	7	5.6	1	0.8
Students have opportunities to learn thru programs that integrate classroom instruction with community visits and resources.	2	1.6	35	27.8	71	56.3	17	13.5	1	0.8
7. Communications between staff and communities, represented by students, are adequate for school to be aware of the needs.	2	1.6	22	17.5	85	67.5	12	9.5	5	4.0
Programs adequately meet the needs of students.	3	2.4	31	24.6	76	60.3	13	10.3	3	2.4

Teacher's Evaluation of Selected Student Outcomes

Table 50 contains the teacher's response to selected student outcome in response to the statement that the courses deal with relationship between the classroom and the world of work; 46 (36.5%) teachers disagreed and 1 (0.8%) definitely disagreed that the outcome was accomplished. That students leaving this school had adequate foundations of basic academic skills was agreed with by 91 (72.2%) and definitely agreed with by 2 (1.6%) teachers.

Table 51. TEACHER'S IDENTIFICATION OF SCHOOL PERSONNEL RESPONSIBLE FOR SELECTED ACTIVITIES

Activities	All Teachers No.	All Teachers %	Special Teachers No.	Special Teachers %	Counselors No.	Counselors %	Principals No.	Principals %	No Response No.	No Response %
1. Who should initiate the development of an Advisory Council/Committee in program evaluation & improvement.	35	27.8	52	41.3	6	4.8	31	24.6	2	1.6
2. Utilize career-oriented materials & methods in the instructional program, as a means of educational motivation.	92	73.0	28	22.2	5	4.0	1	0.8	0	0.0
3 Initiate curriculum revision designed to integrate academic, general, & vocational education into an expanded set of educational opportunities for students.	57	45.2	14	11.1	13	10.3	41	32.5	1	0.8
4 Serve as liaison contact between the school & business/industry/labor community.	34	27.0	45	35.7	25	19.8	22	17.5	0	0.0
5. Serve with other education personnel in implementing VCO concepts within home and family structure.	38	30.2	43	34.1	36	28.6	4	3.2	5	4.0
6 Help students acquire and utilize good working habits.	107	84.9	16	12.7	1	0.8	0	0.0	2	1.6
7 Devise methods designed to help students understand & appreciate career implications of subject matter being taught.	93	73.8	24	19.0	8	6.5	0	0.0	1	0.8
8. Participate in part-time & full-time placement programs.	11	8.7	53	42.1	59	46.8	2	1.6	1	0.8
9. Help students in the career development process, including the making & implementing of career decisions.	65	51.6	31	24.6	29	23.0	0	0.0	1	0.8
10 Involve community participation in VCO policy decision-making.	33	26.2	55	43.7	9	7.1	29	23.0	0	0.0
1 Help students develop, clarify & assimilate personally meaningful work values.	97	77.0	22	17.5	7	5.6	0	0.0	0	0.0

Table 51. Continued

Activities	All Teachers No.	All Teachers %	Special Teachers No.	Special Teachers %	Counselors No.	Counselors %	Principals No.	Principals %	No Response No.	No Response %
12. Involve teacher participation in VCO policy decision making.	29	23.0	36	28.6	9	7.1	50	39.7	2	1.6
13. Employ classroom activities designed to assist learners in achieving healthy career identity and self-concept.	97	77.0	27	21.4	1	0.8	0	0.0	1	0.8
14. Provide strong support to allocation of time, materials, & finances required for implementing a VCO program.	23	18.3	29	23.0	4	3.2	69	54.8	1	0.8
15. Develop new evaluation methods to determine the needs of learners.	48	38.1	25	19.8	43	34.1	10	7.9	0	0.8
16. Offer in-service education to prepare faculty for a VCO program.	13	10.3	29	23.0	15	11.9	67	53.2	2	1.6
17. Provide students with vocational competencies that will enable them to gain entry into the occupational society.	42	33.3	63	50.0	16	12.7	4	3.2	1	0.8
18. Help students acquire job-seeking & job-holding skills.	51	40.5	61	48.4	12	9.5	1	0.8	1	0.8
19. Provide strong leadership & direction to a VCO program.	17	13.5	54	42.9	12	9.5	42	33.3	1	0.8
20. Reinforce career development objectives & subgoals in group & individual counseling.	19	15.1	22	17.5	84	66.7	1	0.8	1	0.8
21. Maintain a climate which supports VCO concepts.	53	42.1	21	16.7	10	7.9	40	31.7	2	1.6
22. Participate in the job placement process.	24	19.0	75	59.5	25	19.8	1	0.8	1	0.8
23. Help students acquire decision-making skills.	99	78.6	23	18.3	4	3.2	0	0.8	0	0.8
24. Provide feedback to guide revision & modification of curriculum guides.	58	46.0	33	26.2	21	16.7	12	9.5	2	1.6
25. Allow for differences by selecting objectives & tasks for the individual.	84	66.7	27	21.4	11	8.7	2	1.6	2	1.6

Table 51. Continued

Activities	All Teachers		Special Teachers		Counselors		Principals		No Response	
	No.	%	No.	%	No.	%	No.	%	No.	%
26. Participate in student follow-up studies.	25	19.8	38	30.2	58	46.0	4	3.2	1	0.8
27. Emphasize VCO as a priority goal.	22	17.5	49	38.9	25	19.8	25	19.8	5	4.0

Teacher's Identification of School Personnel Responsible for Selected Activities

In Table 51, teachers were asked to respond to who should have primary responsibility for selected activities. One hundred and seven (84.9%) thought that all teachers should have a primary responsibility for helping students acquire and utilize good working habits. Sixty-three (50%) teachers felt that special teachers should have primary responsibility in providing students with vocational competencies that will enable them to gain entry into the occupational society. Eighty-four (66.7%) teachers indicated that counselors should have primary responsibility for reinforcing career development, objectives and subgoals in group and individual counseling. Sixty-seven (53.2%) teachers thought that principals had primary responsibility for offering in-service education to prepare the faculty for a Vocational Career Orientation program.

Table 52. EXTENT OF USE OF VOCATIONAL CAREER ORIENTATION GUIDE BY TEACHERS

Extent	Number	Percent
Very closely	18	14.3
Closely	65	51.6
Very little	33	26.2
Not at all	6	4.8
No response	4	3.2
Total	126	100.0

Extent of Use of Vocational Career Orientation Guide by Teachers

As illustrated in Table 52, 83 (65.9%) indicated that they used the Vocational Career Orientation Guide from closely to very closely, 33 (26.2%) checked that they used it very little, and 6 (5.9%) did not use the Guide at all. Vocational Career Orientation teachers should make a greater effort to use the Vocational Career Orientation Guide in their teaching.

Table 53. TEACHER'S RESPONSE TO USE OF BEHAVIORIAL OBJECTIVES IN INSTRUCTION

Response	Number	Percent
Yes	110	87.3
No	12	9.5
No response	4	3.2
Total	126	100.0

Teacher's Response to Use of Behaviorial Objectives in Instruction

Table 53 indicates that 110 (87.3%) teachers thought that behaviorial objectives should be used in instruction.

Table 54. SCHOOL REPUTATION AMONG TEACHERS WITHIN THE SCHOOL AS SEEN BY THE TEACHERS.

Reputation	Number	Percent
Excellent	23	18.3
Good	70	55.6
Average	21	16.7
Fair	7	5.6
Poor	2	1.6
No response	3	2.4
Total	126	100.0

School Reputation Among Teachers Within the School as seen by the Teachers

In Table 54 school reputation among teachers within the school was responded to as good to excellent by 93 (73.9%) teachers. Fair and average was listed by 28 (22.3%), and poor was listed by 2 (1.6%) teachers.

Table 55. PERCEPTION OF HOW HARD STUDENTS WORK AS SEEN BY TEACHERS

Rate	Number	Percent
Excellent	3	2.4
Good	29	23.0
Average	72	57.1
Fair	15	11.9
Poor	6	4.8
No response	1	0.8
Total	126	100.0

Perception of How Hard Students Work as seen by Teachers

As shown in Table 55, 32 (2.5%) teachers perceived the students as good to excellent workers; 97 (69%) saw the students as fair to average workers. Only 6 (4.8%) saw students as poor workers.

Table 56. ACADEMIC POTENTIAL OF STUDENTS WHO TAKE VOCATIONAL CAREER ORIENTATION AS SEEN BY TEACHERS

Potential	Number	Percent
Excellent	4	3.2
Good	44	34.9
Average	50	39.7
Fair	11	8.7
Poor	9	7.1
No response	8	6.3
Total	126	100.0

Academic Potential of Students who take Vocational Career Orientation as seen by Teachers

Table 56 indicates the academic potential of Vocational Career Orientation students as seen by the teachers was rated good to excellent by 48 (38.1%) teachers. Fair to average was chosen by 61 (48.4%) and poor by 9 (7.1%) teachers.

Table 57. ACTIVE PARTICIPATION IN A VOCATIONAL CAREER ORIENTATION PROGRAM IS BENEFICIAL TOTHE TEACHER'S CAREER

Beneficial	Number	Percent
Yes	106	84.1
No	17	13.5
No response	3	2.4
Total	126	100.0

Active Participation in a Vocational Career Orientation Program is beneficial to the Teacher's Career

In Table 57, 106 (84.1%) teachers indicated that active participation in a Vocational Career Orientation program was beneficial to their careers.

Table 58. TEACHER'S WILLINGNESS TO MAKE AN ACTIVE VOCATIONAL CAREER ORIENTATION PROGRAM MORE PRODUCTIVE

Willingness	Number	Percent
Yes	113	89.7
No	9	7.1
No response	4	3.2
Total	126	100.0

Teacher's Willingness to Make an Active Vocational Career Orientation Program More Productive

Table 58 shows that 113 (89.7%) were willing to make an active Vocational Career Orientation program more productive.

Table 59. APPROPRIATE GRADE LEVEL FOR VOCATIONAL CAREER ORIENTATION AS SEEN BY TEACHERS.

Grade level	Number	Percent
7th grade	11	8.7
8th grade	55	43.7
9th grade	40	31.7
Other	14	11.1
No response	6	4.8
Total	126	100.0

Appropriate Grade Level for Vocational Career Orientation as seen by Teachers

As shown in Table 59, when asked to respond to the appropriate grade level for Vocational Career Orientation, 55 (43.7%) teachers saw the eighth grade as the place to begin Vocational Career Orientation. However, 40 (31.7%) teachers chose the ninth grade, and 11 (8.7%) picked the seventh grade.

Table 60. TEACHER'S BELIEF IN THE BENEFICIAL EFFECT OF AN ACTIVE VOCATIONAL CAREER ORIENTATION PROGRAM

Response	Number	Percent
Strongly Agree	63	50.0
Agree	54	42.9
Disagree	6	4.8
Strongly Disagree	2	1.6
No response	1	0.8
Total	126	100.0

Teacher's Belief in the Beneficial Effect of an Active Avocational Career Orientation Program

Table 60 shows that 117 (92.9%) teachers believed in the beneficial effect of an active Vocational Career Orientation program at the agree to strongly agree level. Only 8 (6.4%) responded with disagree to strongly disagree level.

Table 61. EXTENT OF TEACHERS INFORMING TEACHING STAFF AND COMMUNITY ABOUT VOCATIONAL CAREER ORIENTATION

Extent	Number	Percent
Excellent	10	7.9
Good	53	42.1
Average	35	27.8
Fair	8	6.3
Poor	13	10.3
No response	7	5.6
Total	126	100.0

Extent of Teachers Informing the Teaching Staff and Community about Vocational Career Orientation

Table 61 indicates 63 (50%) teachers felt that they had done a good to excellent job on informing the teaching staff and community about Vocational Career Orientation. Fair and average was indicated by 43 (34.1%) and poor by 13 (10.3%) teachers.

Table 62. EXTENT THAT TEACHERS ARE TEACHING THE FOLLOWING SUBGOALS

Subgoals	Extensively		Moderately		None		No Response	
	No.	%	No.	%	No.	%	No.	%
. Goal Setting	54	42.9	64	50.8	3	2.4	5	4.0
2. Lifestyle	38	30.2	77	61.1	5	4.0	6	4.8
3. Decision-Making	71	56.3	49	38.9	1	0.8	5	4.0
. Occupational Supply & Demand	34	27.0	81	64.3	5	4.0	6	4.8
5. Career Information	66	52.4	53	42.1	2	1.6	5	4.0
. Job Characteristics	69	54.8	49	38.9	2	1.6	6	4.8
7. Needs and Interests	61	48.4	59	46.8	1	0.8	5	4.0
. Job Interview Skills	53	42.1	65	51.6	3	2.4	5	4.0
9. Job Retention Skills	48	38.1	69	54.8	3	2.4	6	4.8
. Work Attitudes	99	78.6	22	17.5	0	0.0	5	4.0
11. Appreciation for Quality Work	75	59.5	45	35.7	1	0.8	5	4.0
. Interpersonal Relationships	60	47.6	58	46.0	3	2.4	5	4.0
13. Human Relationships	64	50.8	50	39.7	5	4.0	7	5.6
. Group Dynamic Skills	13	10.3	71	56.3	33	26.2	9	7.1
15. Problem Solving	36	28.6	78	61.9	5	4.0	7	5.6
. Self-Concepts	59	46.8	53	42.1	6	4.8	8	6.3
17. Career Interests & Capabilities	62	49.2	55	43.7	4	3.2	5	4.0
. Work Responsibility	78	61.9	43	34.1	0	0.0	5	4.0
19. Political/Social Responsibilities	10	7.9	92	73.0	19	15.1	5	4.0
20. Political/Social Attitudes	15	11.9	84	66.7	22	17.5	5	4.0
. Effects of Technology	24	19.0	81	64.3	15	11.9	6	4.8
22. Worker Interdependence	35	27.8	71	56.3	14	11.1	6	4.8
. Use of Money & Resources	48	38.1	69	54.8	4	3.2	5	4.0
24. Supply and Demand	31	24.6	83	65.9	7	5.6	5	4.0
. Education and Careers	70	55.6	51	40.5	0	0.0	5	4.0
. Learning Experiences & Career	46	36.5	71	56.3	3	2.4	6	4.8
. Nontraditional Work Role	31	24.6	71	56.3	17	13.5	7	5.6
. Labor Laws Protecting Worker's Rights	15	11.9	75	59.5	30	23.8	6	4.8

Extent that Teachers are Teaching Subgoals In Table 62, teachers were asked to what extent they were teaching the subgoals of Career Education. "Work Attitudes" was chosen extensively by 99 (78.6%) counselors. The subgoal in the moderate category that was chosen by the largest number of teachers, 92 (73%), was "Political/Social Responsibilities." The subgoal that was listed in the none category the most was "Group Dynamic Skills." This was chosen by 33 (26.2%) teachers.

COUNSELORS

In the Vocational Career Orientation program the counselor plays a very important role with each student. The Vocational Career Orientation teacher should provide the counselor with a preassessment of each student. This information will assist the counselor in setting up an individualized training program for the student. This planned program meets his needs in that it solves many problems in course scheduling. It will also provide more counseling opportunities to better prepare the student for the tasks required of him in the world of work.

The results revealed that counselors were well qualified and many had participated in the Vocational Career Orientation workshops through the five year period. It was also revealed that the students leave the course with an adequate foundation in skills. Again we see the cohesiveness of the program's effort.

SURVEY OF SCHOOL COUNSELORS

Table 63. SCHOOL GROUPS SERVED BY COUNSELORS

Level	Number	Percent
Middle/Junior High	77	41.2
High School	85	45.5
Middle/Junior High/High School	25	13.4
	187	100.0

School Groups Served by Counselors — In Table 63 of the 187 counselors responding to this questionnaire, 85 (45.5%) worked in the high school setting, 77 (41.2%) in the middle/junior high school setting and 25 (13.4%) in a combination middle/junior/high school setting.

Table 64. YEARS OF PUBLIC SCHOOL EXPERIENCE FOR COUNSELORS

Years	Number	Percent
Less than 3 years	3	1.6
3-10	47	25.1
11-20	88	47.1
20 plus	48	25.7
No response	1	0.5
Total	187	100.0

Years of Public School Experience for Counselors

Table 64 shows that 88 (47.1%) counselors had from 11-20 years of public school experience, 50 (26.7%) had less than ten years, while 48 (25.7%) had more than 20 years.

Table 65. LONGEVITY IN PRESENT SCHOOL FOR COUNSELORS

Years	Number	Percent
Less than 3 years	34	18.2
3-10	91	48.7
11-20	42	22.5
20 plus	14	7.5
No response	6	3.2
Total	187	100.0

Longevity in Present School for Counselors

As shown in Table 65, in responding to how long they had worked in their present schools, 91 (48.7%) had from 3-10 years experience, 42 (22.5%) had from 11-20 years, 34 (18.2%) had less than three years, and 14 (7.5%) had 20 years or more.

Table 66. RACE OF COUNSELORS

Race	Number	Percent
Anglo	156	83.4
Black	27	14.4
Mexican-American	2	1.1
Chinese	1	0.5
No response	1	0.5
Total	187	100.0

Race of Counselors As indicated in Table 66, 156 (83.4%) counselors responding to this questionnaire were Anglo, 27 (14.4%) were Black, 2 (1.1%) were Mexican-American, and one was Chinese.

Table 67. SEX OF COUNSELORS

Sex	Number	Percent
Male	70	37.4
Female	117	62.6
Total	187	100.0

Sex of Counselors As shown in Table 67, 117 (62.6%) of the counselors were female, and 70 (37.4%) were male.

Table 68. DEGREE PRESENTLY HELD BY COUNSELORS

Degree	Number	Percent
BS	8	4.3
MS	174	93.1
Ed.S.	4	2.1
Ph.D. or Ed.D.	1	0.5
Total	187	100.0

Degree Presently Held by Counselors

Table 68 indicates that 174 (93.1%) had the Master's degree. Eight (4.3%) held the Bachelor's degree, four (2.1%) held the Educational Specialist's degree and one held the Doctor's degree.

Table 69. PARTICIPATION IN VOCATIONAL CAREER ORIENTATION WORKSHOPS BY YEARS FOR COUNSELORS

Years	Number	Percent
1974-75	32	17.1
1975-76	9	4.8
1976-77	26	13.9
1977-78	12	6.5
1978-79	21	11.2
No response	87	46.5
Total	187	100.0

Participation in Vocational Career Orientation Workshops by Years for Counselors

Table 69 illustrates that 100 (53.5%) counselors have participated in Vocational Career Orientation workshops since the 1974-75 school year; 87 persons did not respond to this question.

Table 70. COUNSELOR EVALUATION OF SELECTED STUDENT OUTCOMES

Student Outcomes	Definitely Disagree		Disagree		Agree		Definitely Agree		No Response	
	No.	%	No.	%	No.	%	No.	%	No.	%
1. Students leaving this school have adequate foundations in skills.	1	0.5	19	10.2	139	74.3	26	13.9	2	1.1
2. Most courses deal with relationship between the classroom and the world of work.	6	3.2	80	42.8	93	49.7	3	1.6	5	2.7
3. Students are exposed to opportunities in noncollege and college trained individuals.	2	1.1	47	25.1	112	59.9	20	10.7	6	3.2
4. Through VCO programs, students develop awareness of occupations and skills they require.	9	4.8	38	20.3	112	59.9	20	10.7	8	4.3
5. Students are adequately equipped with decision-making skills.			96	51.3	82	43.9	3	1.6	6	3.2
6. Students have opportunities to learn through programs that integrate classroom instruction with community resources.			55	29.4	117	62.6	11	5.9	4	2.1
7. Communication between the staff and the communities, represented by the students, are adequate for the school to be aware of needs of students.	5	2.7	57	30.5	114	61.0	6	3.2	5	2.7
8. Programs adequately meet the needs of the students including minorities, the economically disadvantaged, and the more affluent.	13	7.0	57	30.5	99	52.9	11	5.9	7	3.7

Counselor Evaluation of Selected Student Outcomes Table 70 shows that in responding to the statement that students leaving this school have an adequate foundation in skills, 139 (74.3%) counselors agreed and 26 (13.9%) definitely agreed that this program adequately meets the needs of the students including minorities, the economically disadvantaged and the more affluent was disagreed with by 57 (30.5%) and definitely disagreed with by 13 (7%) of the counselors

Table 71. COUNSELOR IDENTIFICATION OF SCHOOL PERSONNEL RESPONSIBLE FOR SELECTED ACTIVITIES

	All Teachers		Special Teachers		Counselors		Principals		No Response	
	No.	%	No.	%	No.	%	No.	%	No.	%
Who should initiate the development of the Advisory Council Committee in program evaluation and improvement.	32	17.1	23	12.3	13	7.0	112	59.9	7	3.7
2. Utilize career-oriented materials & methods in the instructional program as a means of educational motivation.	155	82.9	13	7.0	11	5.9	3	1.6	5	2.7
3. Initiate curriculum revision designed to integrate academic, general, & vocational education into an expanded set of opportunities available to students.	41	21.9	13	7.0	32	17.1	96	51.3	5	2.7
4. Serve as liaison contact between school & business, industry & labor community.	21	11.2	39	20.9	107	57.2	13	7.0	7	3.7
5. Serve in implementing VCO concepts within the home & family structure.	46	24.6	35	18.7	88	47.1	7	3.7	11	5.9
6. Help students acquire & utilize good working habits.	169	90.4	4	2.1	9	4.8			5	2.7
7. Devise or identify methods designed to help students understand & appreciate the career implications of the subject matter being taught.	138	73.8	23	12.3	18	9.6	3	1.6	5	2.7
Participate in part-time & full-time placement programs.	10	5.3	36	19.3	124	66.3	5	2.7	12	6.4
9. Help students in the total career development process, including the making & implementing of career decisions.	58	31.0	8	4.3	112	59.9			9	4.8
10. Involve the widest possible community participation in VCO policy decision making.	41	21.9	25	13.4	41	21.9	68	36.4	12	6.4
11. Help students develop, clarify, & assimilate personally meaningful work values.	133	71.1	18	9.6	32	17.1			4	2.1
12. Involve widest possible teacher participation in VCO policy decision making.	40	21.4	13	7.0	21	11.2	105	56.1	8	4.3

Table 71 Continued

	All Teachers		Special Teachers		Counselors		Principals		No Response	
	No.	%	No.	%	No.	%	No.	%	No.	%
1[illegible]. Employ classroom activities that are designed to assist learners in achieving a healthy career identity & self-concept.	166	88.8	14	7.5	4	2.1			3	1.6
14. Provide strong support to allocation of time, materials, & finances required for implementing a VCO program.	13	7.0	7	3.7	7	3.7	156	83.4	4	2.1
[illegible]. Develop new evaluation methods to determine needs of learners.	67	35.8	32	17.1	59	31.6	21	11.2	8	4.3
[illegible]. Offer in-service education to prepare faculty for a VCO program.	2	1.1	26	13.9	42	22.5	112	59.9	5	2.7
1[illegible]. Provide students with specific vocational competencies that will enable them to gain entry into the occupational society.	89	47.6	75	40.1	18	9.6	1	0.5	4	2.1
1[illegible]. Help students acquire job-seeking & job-holding skills	98	52.4	61	32.6	25	13.4			3	1.6
19. Provide strong leadership & direction to VCO programs.	9	4.8	34	18.2	52	27.8	88	47.1	4	2.1
20. Reinforce career development objectives & subgoals in group & individual counseling.	10	5.3	3	1.6	170	90.9			4	2.1
2[illegible]. Maintain a climate which supports VCO concepts.	92	49.2	10	5.3	25	13.4	55	29.4	5	2.7
22. Participate in the job placement process.	55	29.4	73	39.0	52	27.8	1	0.5	6	3.2
23. Help students acquire decision-making skills.	137	73.3	6	3.2	39	20.9			5	2.7
2[illegible]. Provide feedback to guide revision & modification of curriculum guides.	98	52.4	14	7.5	49	26.2	20	10.7	6	3.2
2[illegible]. Allow for individual differences by selecting objectives & tasks for the individual.	143	76.5	19	10.2	20	10.7			5	2.7
26. Participate in student follow-up studies.	21	11.2	16	8.6	142	75.9	2	1.1	6	3.2
27. Emphasize VCO as a priority goal.	33	17.6	36	19.3	42	22.5	64	34.2	12	6.4

Counselor Identification of School Personnel Responsible for Selected Activities.

In Table 71, 169 (90.4%) counselors felt that all teachers should have primary responsiblity in helping students acquire and utilize good working habits. Seventy-five (40.1%) counselors thought that special teachers should provide students with specific vocational competencies that would enable them to gain entrance into the occupational society. One hundred and seventy (90.9%) counselors thought counselors should reinforce career development objectives in group and individual counseling. One hundred and forty-six (83.4%) counselors thought that principals should provide strong support to allocation of time, materials, and finances required for implementing a Vocational Career Orientation program.

Table 72. EXTENT OF USE OF VOCATIONAL CAREER ORIENTATION GUIDE BY COUNSELOR

Extent	Number	Percent
Very closely	7	3.7
Closely	28	15.0
Very little	67	35.8
Not at all	55	29.5
No response	30	16.0
Total	187	100.0

Extent of Use of Vocational Career Orientation Guide by Counselors

Table 72 illustrates that 35 (18.7%) counselors indicated that they used the Vocational Career Orientation Guide closely to very closely; 122 (65.2%) said that they used it very little or not at all. Counselors should make better use of this excellent resource in individual and group guidance activities.

Table 73. USE OF BEHAVIORAL OBJECTIVES IN INSTRUCTION

Response	Number	Percent
Yes	172	92.0
No	3	1.6
No response	12	6.4
Total	187	100.0

Use of Behaviorial Objectives in Instruction

As shown in Table 73, 172 (92%) counselors felt that instruction should make use of behaviorial objectives.

Table 74. SCHOOL REPUTATION AMONG TEACHERS WITHIN THE SCHOOL AS SEEN BY COUNSELORS

Reputation	Number	Percent
Excellent	40	21.4
Good	107	57.2
Average	32	17.1
Fair	4	2.1
Poor	1	0.5
No response	3	1.6
Total	187	100.0

School Reputation Among Teachers Within the School as seen by Counselors

As Table 74 indicates, school reputation among teachers within the school was responded to as good to excellent by 147 (78.6%) counselors. Fair and average was listed by 36 (19.2%) and poor by one counselor.

Table 75. PERCEPTION OF HOW HARD STUDENTS WORK AS SEEN BY COUNSELORS

Rate	Number	Percent
Excellent	5	2.7
Good	44	23.5
Average	107	57.2
Fair	23	12.3
Poor	5	2.7
No response	3	1.6
Total	187	100.0

Perception of How Hard Students Work as seen by Counselors

In Table 75, 49 (26.2%) counselors perceived the students as good to excellent workers, 130 (69.5%) saw them as fair to average workers, and 5 (2.7%) saw them as poor workers.

Table 76. ACADEMIC POTENTIAL OF STUDENTS WHO TAKE VOCATIONAL CAREER ORIENTATION AS SEEN BY COUNSELORS

Potential	Number	Percent
Excellent	3	1.6
Good	45	24.1
Average	80	42.8
Fair	31	16.6
Poor	3	1.6
No response	25	13.4
Total	187	100.0

Academic Potential of Students Who Take Vocational Career Orientation as Seen by Counselors

Table 76 shows that the academic potential of Vocational Career Orientation wtudents was rated good to excellent by 48 (25.7%) counselors, fair to average by 111 (59.4%) counselors and poor by 3 (1.6%) counselors.

Table 77. ACTIVE PARTICIPATION IN A VOCATIONAL CAREER ORIENTATION PROGRAM IS BENEFICIAL TO COUNSELOR'S CAREER

Beneficial	Number	Percent
Yes	167	89.3
No	9	4.8
No response	11	5.9
Total	187	100.0

Active Participation in a Vocational Career Orientation Program is Beneficial to a Counselor's Career

In Table 77, 167 (89.3%) counselors saw active participation in Vocational Career Orientation programs as beneficial to the counselor's career.

Table 78. COUNSELOR'S WILLINGNESS TO MAKE AN ACTIVE VOCATIONAL CAREER ORIENTATION PROGRAM MORE PRODUCTIVE

Response	Number	Percent
Yes	173	92.5
No	1	0.5
No response	13	7.0
Total	187	100.0

Counselor's Willingness to Make an Active Vocational Career Orientation Program More Productive

As shown in Table 78, 173 (92.5%) counselors were willing to help make an active Vocational Career Orientation program more productive.

Table 79. APPROPRIATE GRADE LEVEL FOR VOCATIONAL CAREER ORIENTATION AS SEEN BY COUNSELORS

Grade	Number	Percent
7th Grade	29	15.5
8th Grade	71	38.0
9th Grade	45	24.1
Other	32	17.1
No response	10	5.3
Total	187	100.0

Approprate Grade Level for Vocational Career Orientation as seen by Counselors

Table 79 indicates that when asked to respond to the appropriate grade level for Vocational Career Orientation, 71 (38%) saw the eighth grade as the place for Vocational Career Orientation, 45 (24.1%) chose the ninth grade, and 29 (15.5%) picked the seventh grade.

Table 80. COUNSELOR'S BELIEF IN THE BENEFICIAL EFFECTS OF AN ACTIVE VOCATIONAL CAREER ORIENTATION PROGRAM

Response	Number	Percent
Strongly agree	77	41.2
Agree	99	52.9
Disagree	4	2.1
No response	7	3.7
Total	187	100.0

Counselor's Belief in the Beneficial Effects of an Active Vocational Career Orientation Program

In Table 80, when asked if an active Vocational Career Orientation program would be beneficial to their school, 176 (94.1%) counselors agreed or strongly agreed that it would be.

Table 81. EXTENT OF COUNSELOR'S INFORMING THE TEACHING STAFF AND THE COMMUNITY ABOUT VOCATIONAL CAREER ORIENTATION

Extent	Number	Percent
Excellent	0	0.0
Good	38	20.3
Average	65	34.8
Fair	29	15.5
Poor	32	17.1
No response	23	12.3
Total	187	100.0

Extent of Counselor's Informing the Teaching Staff and the Community about Vocational Career Orientation

Table 81 indicates 30 (20.3%) counselors felt that they had done a good job on informing the teaching staff and community about Vocational Career Orientation. Fair and average was marked by 94 (50.3%) and poor by 32 (17.1%) counselors.

Table 82. EXTENT THAT COUNSELORS ARE TEACHING THE FOLLOWING SUBGOALS

	Extensively		Moderately		None		No Response	
	No.	%	No.	%	No.	%	No.	%
1. Goal Setting	40	21.4	96	51.3	8	4.3	43	23.0
2. Lifestyle	23	12.3	105	56.1	13	7.0	46	24.6
3. Decision-Making	52	27.8	87	46.5	4	2.1	44	23.5
4. Occupational Supply & Demand	22	11.8	100	53.5	18	9.6	47	25.1
5. Career Information	55	29.4	78	41.7	9	4.8	45	24.1
6. Job Characteristics	33	17.6	96	51.3	11	5.9	47	25.1
7. Needs and Interests	45	24.1	89	47.6	9	4.8	44	23.5
8. Job Interview Skills	27	14.4	92	49.2	23	12.3	45	24.1
9. Job Retention Skills	17	9.1	98	52.4	23	12.3	49	26.2
10. Work Attitudes	59	31.6	79	42.2	6	3.2	43	23.0
11. Appreciation for Quality Work	45	24.1	87	46.5	11	5.9	44	23.5
12. Interpersonal Relationships	57	30.5	83	44.4	5	2.7	42	22.5
13. Human Relationships	68	36.4	70	37.4	3	1.6	46	24.6
14. Group Dynamics Skills	24	12.8	93	49.7	23	12.3	47	25.1
15. Problem Solving	48	25.7	89	47.6	6	3.2	44	23.5
16. Self-Concepts	69	36.9	67	35.8	6	3.2	45	24.1
17. Career Interests & Capabilities	32	17.1	103	55.1	8	4.3	44	23.5
18. Work Responsibility	45	24.1	90	48.1	8	4.3	44	23.5
19. Political/Social Responsibility	10	5.3	102	54.5	27	14.4	48	25.7
20. Political/Social Attitudes	11	5.9	108	57.8	21	11.2	47	25.1
21. Effects of Technology	10	5.3	97	51.9	34	18.2	46	24.6
22. Worker Interdependence	10	5.3	99	52.9	32	17.1	46	24.6
23. Use of Money and Resources	18	9.6	95	50.8	27	14.4	47	25.1
24. Supply and Demand	12	6.4	97	51.9	31	16.6	47	25.1
25. Education and Careers	51	27.3	84	44.9	6	3.2	46	24.6
26. Learning Experiences & Careers	22	11.8	109	58.3	8	4.3	48	25.7
27. Nontraditional Work Role	14	7.5	94	50.3	31	16.6	48	25.7
28. Labor Laws Protecting Workers' Rights	6	3.2	75	40.1	58	31.0	48	25.7

Extent that Counselors are Teaching Subgoals In Table 82, Counselors were asked to what extent they were teaching the subgoals of career education. "Self-Concept" was chosen extensively by 69 (36.9%) counselors. The subgoal in the moderate category chosen by the largest number of counselors, 109 (58.3%) was "Learning Experiences and Careers". The subgoal that was listed in the none category the most was "Labor Laws Protecting Workers' Rights". This was chosen by 58 (51%) counselors.

PRINCIPALS

An examination of the following tables reveals that the principals agree about the importance of effective Vocational Career Orientation programs. The principals also agreed that students were given a good foundation in the area of decision making. They felt that students left the course with occupational competency, knowing how to make goals and subgoals. It is clear that a Vocational Career Orientation course strengthens the offerings of junior high schools.

Table 83. SCHOOL GROUPS SERVED BY PRINCIPALS

Level	Number	Percent
Middle/Junior High	1	2.2
High School	28	60.9
Middle/Junior/High School	17	37.0
Total	46	100.0

School Groups Served by Principals As shown in Table 83, 28 (60.9%) of the 46 principals who responded to this survey worked in the high school setting; 17 (37%) worked at both the middle/junior high school setting, and one worked at the middle/junior high level.

Table 84. YEARS OF PUBLIC SCHOOL EXPERIENCE FOR PRINCIPALS

Years	Number	Percent
3-10 years	16	34.8
11-20 years	15	32.6
20 or more	15	32.6
Total	46	100.0

Years of Public School Experience for Principals

In Table 84, 16 (34.8%) indicated three to ten years experience, 15 (32.6%) had 11 to 20 years experience, and 15 (32.6%) indicated 20 or more years experience.

Table 85. LONGEVITY IN PRESENT SCHOOL FOR PRINCIPALS

Years	Number	Percent
Less than 3 years	12	26.1
3-10 years	20	43.5
11-20 years	12	26.1
More than 20 years	2	4.3
Total	46	100.0

Longevity in Present School for Principals

As shown in Table 85, 20 (43.5%) principals had three to ten years in their present schools, 12 (26.1%) had less than three years, 12 (26.1%) had 11 to 20 years and 2 (4.3%) had more than 20 years.

Table 86. RACE OF PRINCIPALS

Race	Number	Percent
Anglo	42	91.3
Black	4	8.7
Total	46	100.0

Race of Principals

As indicated in Table 86, 42 (91.3%) Anglo principals and 4 (8.7%) Black principals responded to this survey.

Table 87. SEX OF PRINCIPALS

Sex	Number	Percent
Male	45	97.8
Female	1	2.2
Total	46	100.0

Sex of Principals

Table 87 illustrates that 45 (97.8%) of the 46 principals were male and that one was female.

Table 88. DEGREE PRESENTLY HELD BY PRINCIPALS

Degree	Number	Percent
BS	2	4.3
MS	36	78.3
Ed.S.	6	13.0
Ed.D./Ph.D.	2	4.3
Total	46	100.0

Degree Presently Held by Principals

Table 88 indicates that 36 (78.3%) principals held the Master's degree, 6 (13%) held the Educational Specialist's degree, two had the Bachelor's degree and two held the Doctor's degree.

Table 89. PARTICIPATION IN VOCATIONAL CAREER ORIENTATION WORKSHOPS BY YEARS FOR PRINCIPALS

Years	Number	Percent
1974-75	3	6.5
1975-76	1	2.2
1976-77	2	4.3
1977-78	3	6.5
1978-79	2	4.3
No response	35	76.1
Total	46	100.0

Participation in Vocational Career Orientation Workshops by Years for Principals

As Table 89 illustrates, 11 (23.9%) principals participated in the Vocational Career Orientation workshops since the 1974-75 school year.

Table 90. PRINCIPALS EVALUATION OF SELECTED STUDENT OUTCOMES

	Definitely Disagree		Disagree		Agree		Definitely Agree		No Response	
	No.	%	No.	%	No.	%	No.	%	No.	%
1. Students leaving this school have adequate foundation of skills.			6	13.0	31	67.4	9	19.6		
2. Courses adequately deal with relationship between classroom and world of work.	1	2.2	10	21.7	34	73.9	1	2.2		
3. Students are exposed to opportunities to both noncollege and college trained individuals.			9	19.6	27	58.7	10	21.7		
4. Through VCO programs, students develop awareness of occupations & skills they require.			8	17.4	26	56.5	11	23.9	1	2.2
5. Students are equipped with decision-making skills.			10	21.7	36	78.3				
6. Students have opportunities to learn thru programs that integrate classroom instruction with community resources.	1	2.2	13	28.3	26	56.5	6	13.0		
7. Communication between staff & community is adequate for school to be aware of the needs.	2	4.3	8	17.4	34	73.9	2	4.3		
8. Programs here adequately meet the needs of all students.	1	2.2	11	23.9	29	63.0	5	10.9		

Table 91. PRINCIPAL'S IDENTIFICATION OF SCHOOL PERSONNEL RESPONSIBLE FOR SELECTED ACTIVITIES

	All Teachers		Special Teachers		Counselors		Principals		No Respons	
	No.	%	No.	%	No.	%	No.	%	No.	%
1. Who should initiate the development of Advisory Council Committee in program evaluation & improvement.	9	19.6	13	28.3	2	4.3	21	45.7	1	2.2
2. Utilize career-oriented materials & methods in the instructional program as a means of motivation.	34	73.9	6	13.0	5	10.9	1	2.2	0	0.0
3. Initiate curriculum revision designed to integrate academic, general, & vocational education into an expanded set of opportunities available to students.	18	39.1	3	6.5	2	4.3	23	50.0	0	0.0
4. Serve as liaison contact between school & business, industry & labor community.	8	17.4	14	30.4	10	21.7	14	30.4	0	0.0
5. Serve in implementing VCO concepts within the home & family structure.	8	17.4	20	43.5	15	32.6	2	4.3	1	2.2
6. Help students acquire & utilize good working habits.	41	89.1	0	00.0	4	8.7	1	2.2	0	2.2
7. Devise methods designed to help students understand & appreciate the career implications of the subject matter being taught.	32	69.6	9	19.6	4	8.7	1	2.2	0	0.0
8. Participate in part-time & full-time placement program.	4	8.7	14	30.4	27	58.7	0	0.0	1	2.2
9. Help students in the total career development process, including the making & implementing of career decisions.	18	39.1	3	6.5	23	50.0	1	2.2	1	2.2
10. Involve the widest possible community participation in VCO policy decision-making.	11	23.9	11	23.9	1	2.2	22	47.8	1	2.2
11. Help students develop, clarify, & assimilate personally meaningful work values.	33	71.7	3	15.2	6	13.0	0	0.0	0	0.0
12. Involve the widest possible teacher participation in VCO policy decision-making.	10	21.7	5	10.9	1	2.2	30	65.2	0	0.0

	All Teachers No.	All Teachers %	Special Teachers No.	Special Teachers %	Counselors No.	Counselors %	Principals No.	Principals %	No Response No.	No Response %
13. Employ classroom activities that are designed to assist learners in achieving a healthy career identity & self-concept.	37	80.4	8	17.4	1	2.2	0	0.0	0	0.0
14. Provide strong support to allocation of time, materials & finances required for implementing a VCO program.	7	15.2	3	6.5	1	2.2	35	76.1	0	0.0
15. Develop new evaluation methods to determine needs of learners.	16	34.8	11	23.9	12	26.1	6	13.0	1	2.2
16. Offer in-service education to prepare faculty for a VCO program.	4	8.7	7	15.2	3	6.5	32	69.6	0	0.0
17. Provide students with vocational competencies that will enable them to gain entry into occupational society.	19	41.3	24	52.2	3	6.5	0	0.0	0	0.0
18. Help students acquire job-seeking & job-holding skills.	20	43.5	16	34.8	9	19.6	0	0.0	1	2.2
19. Provide strong leadership & direction to VCO programs.	2	4.3	8	17.4	6	13.0	30	65.2	0	0.0
20. Reinforce career development objectives & subgoals in group & individual counseling.	4	8.7	9	19.6	30	65.2	3	6.5	0	0.0
21. Maintain a climate which supports VCO concepts.	18	39.1	4	8.7	2	4.3	22	47.8	0	0.0
22. Participate in the job placement process.	8	17.4	22	47.8	15	32.6	1	2.2	0	0.0
23. Help students acquire decision-making skills.	37	80.4	5	10.9	3	6.5	1	2.2	0	0.0
24. Provide feedback to guide revision & modification of curriculum guides.	24	52.2	10	21.7	5	10.9	7	15.2	0	0.0
25. Allow for individual differences by selecting objectives & tasks for the individual.	28	60.9	11	23.9	6	13.0	1	2.2	0	0.0
26. Participate in student follow-up studies.	6	13.0	8	17.4	30	65.2	2	4.3	0	0.0
27. Emphasize VCO as a priority goal.	10	21.7	13	28.3	9	19.6	14	30.4	0	0.0

Principal's Identification of School Personnel Responsible for Selected Activities

In Table 91, 41 (89.1%) principal's thought that all teachers should have primary responsibility for helping students acquire and utilize good working habits; 24 (52.2%) principal's selected special teachers as having primary responsibility for providing students with vocational competencies that will enable them to gain entry into the occupational society. Table 91 also shows that 30 (65.2%) principals chose counselors as having primary responsibility in reinforcing career development and subgoals in group and individual counseling and participating in student follow-up studies; 35 (76.1%) principals indicated that principals had primary responsibility to provide strong support to allocation of time, materials and finances required for implementing a Vocational Career Orientation program.

Table 92. EXTENT OF USE OF VOCATIONAL CAREER ORIENTATION GUIDE BY PRINCIPALS

Extent	Number	Percent
Very closely	1	2.2
Closely	11	23.9
Very little	16	34.8
Not at all	9	19.6
No Response	9	19.6
Total	46	100.0

Extent of Use of Vocational Career Orientation Guide by Principals

In Table 92, 12 (26.1%) principals indicated that they used the Vocational Career Orientation Guide closely to very closely; 16 (34.8%) checked that they used it very little, and 9 (19.6%) said that they did not use it at all.

Table 93. PRINCIPAL'S RESPONSE TO USE OF BEHAVIORAL OBJECTIVES IN INSTRUCTION

Response	Number	Percent
Yes	46	100.0

Principal's Response to Use of Behavioral Objectives in Instruction

As illustrated in Table 93, all 46 of the principals felt that behavioral objectives should be used in instruction.

Table 94. SCHOOL REPUTATION AMONG TEACHERS WITHIN THE SCHOOL AS SEEN BY PRINCIPALS

Reputation	Number	Percent
Excellent	9	19.6
Good	27	58.7
Average	9	19.6
Fair	1	2.2
Total	46	100.0

School Reputation Among Teachers Within the School as seen by the Principals

In Table 94 school reputation among teachers within the school was seen as good to excellent by 36 (78.3%) principals. Fair to average was listed by 10 (21.8%) principals.

Table 95. PERCEPTION OF HOW HARD STUDENTS WORK AS SEEN BY THE PRINCIPALS

Rate	Number	Percent
Good	17	37.0
Average	23	50.0
Fair	6	13.0
Total	46	100.0

Perception of How Hard Students Work as Seen by the Principals

As Table 95 illustrates, 23 (50%) principals perceived the students as average workers; 17 (37%) saw them as good, while 6 (13%) saw the students as fair workers.

Table 96. ACADEMIC POTENTIAL OF STUDENTS WHO TOOK VOCATIONAL CAREER ORIENTATION AS SEEN BY THE PRINCIPALS

Potential	Number	Percent
Excellent	16	34.8
Good	22	47.8
Average	4	8.7
No Response	4	8.7
Total	46	100.0

Academic Potential of Students Who Took Vocational Career Orientation as Seen by the Principals

Table 96 shows that the academic potential of Vocational Career Orientation students as evaluated by the principals was rated good to excellent by 38 (82.6%), while 4 (8.7%) marked them average.

Table 97. ACTIVE PARTICIPATION IN THE VOCATIONAL CAREER ORIENTATION PROGRAM IS BENEFICIAL TO A PRINCIPAL'S CAREER

Response	Number	Percent
Yes	42	91.3
No	1	2.2
No response	3	6.5
Total	46	100.0

Active Participation in the Vocational Career Orientation Program is Beneficial to a Principal's Career

In Table 97, 42 (91.3%) thought that active participation in Vocational Career Orientation programs was beneficial to their careers.

Table 98. PRINCIPAL'S WILLINGNESS TO MAKE VOCATIONAL CAREER ORIENTATION MORE PRODUCTIVE

Willingness	Number	Percent
Yes	44	95.7
No	2	4.3
Total	46	100.0

Principal's Willingness to Make Vocational Career Orientation More Productive

Table 98 shows 44 (95.7%) principals were willing to make Vocational Career Orientation programs more productive.

Table 99. APPROPRIATE GRADE LEVEL FOR VOCATIONAL CAREER ORIENTATION AS SEEN BY PRINCIPALS

Grade	Number	Percent
7th grade	3	6.5
8th grade	16	34.8
9th grade	19	41.3
Other	8	17.4
Total	46	100.0

Appropriate Grade Level for Vocational Career Orientation as Seen by Principals

When asked to respond to the appropriate grade level for Vocational Career Orientation in Table 99, 19 (41.3%) principals picked the ninth grade, 16 (34.8%) picked the eighth grade, and 3 (6.5%) picked the seventh grade.

Table 100. PRINCIPAL'S BELIEF IN THE BENEFICIAL EFFECT OF AN ACTIVE VOCATIONAL CAREER ORIENTATION PROGRAM

Response	Number	Percent
Strongly agree	18	39.1
Agree	28	60.9
Total	46	100.0

Principal's Belief in the Beneficial Effect of an Active Vocational Career Orientation Program

Table 100 shows that all principals agreed or strongly agreed that there was a beneficial effect in an active Vocational Career Orientation program.

Table 101. EXTENT OF A PRINCIPAL'S INFORMING THE TEACHING STAFF AND COMMUNITY ABOUT VOCATIONAL CAREER ORIENTATION

Response	Number	Percent
Excellent	2	4.3
Good	10	21.7
Average	18	39.1
Fair	6	13.0
Poor	7	15.2
No Response	3	6.5
Total	46	100.0

Extent of a Principal's Informing the Teaching Staff and Community about Vocational Career Orientation

As Table 101 shows, in informing the teaching staff and community about Vocational Career Orientation, 12 (26%) principals thought they did a good to excellent job; 18 (39.1%) felt they did an average job, while 13 (28.2%) indicated that they did a poor to fair job.

Table 102. EXTENT THAT PRINCIPALS ARE TEACHING SUBGOALS

	Extensively		Moderately		None		No Response	
	No.	%	No.	%	No.	%	No.	%
1. Goal setting	5	10.9	32	69.6	0	0.0	9	19.6
2. Lifestyle	3	6.5	34	73.9	0	0.0	9	19.6
3. Decision-Making	7	15.2	29	63.0	0	0.0	10	21.7
4. Occupational Supply & Demand	7	15.2	29	63.0	1	2.2	9	19.6
5. Career Information	11	23.9	24	52.2	2	4.3	9	19.6
6. Job Characteristics	10	21.7	24	52.2	3	6.5	9	19.6
7. Needs and Interests	9	19.6	25	54.3	3	6.5	9	19.6
8. Job Interview Skills	13	28.3	21	45.7	3	6.5	9	19.6
9. Job Retention Skills	6	13.0	27	58.7	4	8.7	9	19.6
10. Work Attitudes	19	41.3	16	34.8	2	4.3	9	19.6
11. Appreciation for Quality Work	10	21.7	26	56.5	1	2.2	9	19.6
12. Interpersonal Relationships	10	21.7	24	52.2	3	6.5	9	19.6
13. Human Relationships	9	19.6	27	58.7	1	2.2	9	19.6
14. Group Dynamic Skills	3	6.5	27	58.7	7	15.2	9	19.6
15. Problem Solving	5	10.9	31	67.4	1	2.2	9	19.6
16. Self-Concepts	5	10.9	31	67.4	1	2.2	9	19.6
17. Career Interests & Capabilities	9	19.6	27	58.7	1	2.2	9	19.6
18. Work Responsibility	12	26.1	24	52.2	1	2.2	9	19.6
19. Political/Social Responsibility	4	8.7	30	65.2	3	6.5	9	19.6
20. Political/Social Attitudes	7	15.2	27	58.7	3	6.5	9	19.6
21. Effects of Technology	1	2.2	30	65.2	6	13.0	9	19.6
22. Worker Interdependence	4	8.7	27	58.7	6	13.0	9	19.6
23. Use of Money and Resources	6	13.0	29	63.0	2	4.3	9	19.6
24. Supply and Demand	3	6.5	31	67.4	3	6.5	9	19.6
25. Education and Careers	9	19.6	26	56.5	1	2.2	10	21.7
26. Learning Experiences & Careers	6	13.0	30	65.2	1	2.2	9	19.6
27. Nontraditional Work Role	1	2.2	27	58.7	9	19.6	9	19.6
28. Labor Laws Protecting Workers' Rights	1	2.2	24	52.2	12	26.1	9	19.6

Extent that Principals are Teaching Subgoals

In Table 102, principals were asked to what extent they were teaching the subgoals of career education. "Work attitudes" was chosen extensively by 19 (41.3%) principals. The subgoals in the moderate category that was chosen by the largest number of principals 34 (73.9%) was "Lifestyle." The subgoal that was listed in the none category the most was "Labor Laws Protecting Workers Rights". This was chosen by 12 (26.1%) principals.

SUPERINTENDENTS

The following data implies that even though over half of the superintendents had written goal statements including provisions for Vocational Career Orientation programs, Vocational Career Orientation program directors are being used in qualified districts, and a majority of the schools are provided with adequate counseling facilities, greater direction should be given to the counseling program. It is felt that a problem lies in a time conflict between the students and the counselors, as well as in student awareness that such a program even exists. Only one in four or five students received help in choosing a career.

Table 103. SUPERINTENDENTS

Size	District Size Number	According to enrollment Percent
1-500	22	28.6
501-1500	26	33.8
Over 1500	28	36.4
No Response	1	1.3
Total	77	100.1

Over 100% due to rounding

Superintendents As Table 103 shows, 77 superintendents responded to a questionnaire designed to gather information concerning Vocational Career Orientation programs in their school districts. Table 103 also shows that 28 (36.4%) superintendents indicated that their schools enrolled 1500 or more students, while 26 (33.8%) were from schools enrolling from 501 to 1500 students, and 22 (28.6%) were from schools with less than 500 students.

Table 104. DEVELOPED POLICIES AND PROCEDURES CONCERNING VOCATIONAL CAREER ORIENTATION

Policy or Procedure	Yes		No		No Response	
	Number	Percent	Number	Percent	Number	Percent
Written philosophy or goal statement on Vocational Career Orientation	50	64.9	26	33.8	1	1.3
Desired assistance in developing written philosophy from the State Department of Education	16	20.8	14	18.2	47	61.0
Board of Education written policy concerning Vocational Career Orientation	27	35.1	48	62.3	2	2.6
Formally constituted advisory committee for Vocational Career Orientation	54	70.1	21	27.3	2	2.6
Planning period for Vocational Career Orientation teacher	63	81.8	12	15.6	2	2.6
Sufficient funds for adequate programs.	54	70.1	21	27.3	2	2.6
Encouragement of Vocational Career Orientation teachers to attend workshops	66	85.7	7	9.1	4	5.2
Reimbursement of Vocational Career Orientation teachers for in-service workshops	51	66.2	19	24.7	7	9.1
District conducts own formal needs assessment	49	63.6	24	31.2	4	5.2
Desire assistance from State Dept. of Education to conduct own needs assessment	15	19.5	13	16.9	49	63.6

Developed Policies and Procedures Concerning Vocational Career Orientation

In Table 104, 50 (64.9%) superintendents indicated they had a written philosophy or goal statements that included provisions for Vocational Career Orientation programs. Formally constituted advisory committees were in existence in 54 (70.1%) schools. Table 104 illustrates that 63 (81.8%) schools provided planning periods for their Vocational Career Orientation teachers, 66 (85.7%) encouraged Vocational Career Orientation teachers to attend in-service workshops, 51 (66.2%) reimbursed them for attendance, and 49 (63.6%) conducted their own formal needs assessment. Sufficient funds were provided for adequate programs of a VCO, career library. There were hands-on activities and community experiences in 54 (70.1%) schools.

Table 105. ADMINISTRATIVE PROVISIONS FOR VOCATIONAL CAREER ORIENTATION

Provision	Yes		No		No Response	
	Number	Percent	Number	Percent	Number	Percent
Coordinator or director for VCO	30	39.0	43	55.8	4	5.2
Would appoint director or coordinator if funds were available	29	37.7	10	13.0	38	49.4
Paid staff to work in VCO in 1978-79	49	63.6	25	35.2	3	3.9
Funds specifically allocated for VCO programs in 1978-79	40	51.9	34	44.2	3	3.9

Administrative Provisions for Vocational Career Orientation

Information concerning administrative provisions for Vocational Career Orientation programs in local districts is found in Table 105. Also included in this table are 30 (39%) districts which have coordinators or directors for Vocational Career Orientation programs and 29 (37.7%) districts that would appoint such people if funds were made available.

A paid staff was used to work in Vocational Career Orientation programs in 1978-79. Funds were specifically allocated for Vocational Career Orientation programs in 40 (51.9%) schools in 1978-79.

Table 106. STAFF DEVELOPMENT AND TRAINING ACTIVITIES

Activity	Yes		No		No Response	
	Number	Percent	Number	Percent	Number	Percent
Staff training conducted for VCO.	25	32.5	49	63.6	3	3.9
Business/labor/industry involvement in VCO staff development	27	35.1	47	61.0	3	3.9

Staff Development and Training Activities

Table 106 illustrates that staff development and training activities were carried on in 25 (32.5%) school districts and business, labor, and industry personnel were directly involved in 27 (35.1%) schools.

Table 107. FULL-TIME COUNSELORS

	Number of Counselors in district	Frequency of Supts. Reporting	Percent Supts. Reporting
	1	20	26.0
	2	15	19.5
	3	6	7.8
	4	3	3.9
	5	3	3.9
	6	1	1.3
	7	2	2.6
	17	1	1.3
	21	1	1.3
	41	1	1.3
	No response	24	31.2
Total	194	77	100.2

Full-time Counselors In Table 107, 20 (26.0%) of the superintendents reported they had one counselor, 15 (19.5%) had two counselors, 12 (15.6%) had three to five counselors, and 6 (7.8%) reported more than five counselors. The largest number of counselors in one district was 41.

Table 108. PART-TIME COUNSELORS

Amount of time	Counselors	Frequency of Supt.	Percent of Supt.
1/6	1	1	1.3
2/7	1	1	1.3
1/4	1	1	1.3
1/2	22	13	16.9
2/3	2	1	1.3
3/4	1	1	1.3
No response	0	59	76.6
Total	28	77	100.0

Part-time Counselors Superintendents were asked to indicate the number of part-time counselors and the amount of time they were employed in their districts. Table 108 shows that 13 (16.9%) superintendents reported 22 one-half time counselors. One school indicated they had two counselors working 2/3 of their time in counseling; 59 (76.6%) either had no part-time counselors or they did not respond to the question.

Table 109. PAID COUNSELOR AIDS

Aids	Frequency of Supts. Responding	Percent of Supts. Responding
1/2 half-time	1	1.3
1	9	11.7
2	2	2.6
3	2	2.6
7	1	1.3
14	1	1.3
No Response	61	79.0
Total	77	99.8

Paid Counselor Aids As illustrated in Table 109, 61 (79%) superintendents either did not have paid counselor aids or did not respond to the question. One school reported 14 aids in its district. Nine (11.7%) superintendents indicated they had one counselor aid in their district.

Table 110. PROVISIONS FOR THE SCHOOL COUNSELOR

	Yes		No		No Response	
Provision	Number	Percent	Number	Percent	Number	Percent
Office	61	79.2	14	18.2	2	2.6
Privacy	65	84.4	10	13.0	2	2.6
Telephone in office	54	70.1	21	27.3	2	2.6
Secretary assigned to counselor	21	27.3	53	68.8	3	3.9
Display area for occupational and educational material	62	80.5	12	15.6	3	3.9

Provisions for the School Counselor In Table 110, 61 (79.2%) schools provided offices for counselors, and 65 (84.4%) schools provided privacy for counselors. Telephones were provided in the counselor's office in 54 (70.1%) schools; 21 (27.3%) schools assigned secretaries to the counselors. Display areas for occupational and educational materials were provided in 62 (80.5%) schools.

Table 111. HELP FOR STUDENTS IN CHOOSING CAREERS

	Yes	
Amount of help	Number	Percent
No career guidance	1	1.3
1 in 5 helped	13	16.9
1 in 4 helped	47	61.0
No response	16	20.8
Total	77	100.0

Help for Students in Choosing Careers In response to the questions on how much help your school gives students in choosing a career, 47 (61%) marked that one in four had received help, 13 (16.9%) indicated one in five had received help as indicated in Table 111.

Table 112. EXTENT THAT VOCATIONAL CAREER ORIENTATION PROGRAMS ARE MEETING CAREER EDUCATION SUBGOALS

Subgoal	Very Good		Good		Poor		None		No Response	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Set personal goals and relate to career choice.	4	5.2	52	67.5	14	18.2	1	1.3	6	7.8
Factors influence lifestyles.	8	10.4	52	67.5	10	13.0	0	0.0	7	9.1
Relate general learning experiences to career opportunities.	17	22.1	46	59.7	7	9.1	0	0.0	7	9.1
Investigate occupational supply and demand.	7	9.1	42	54.5	21	27.3	0	0.0	7	9.1
Locate & use appropriate sources of career information.	14	18.2	49	63.6	7	9.1	0	0.0	7	9.1
Recognize similar job characteristics in various occupations.	6	7.8	49	63.6	14	18.2	0	0.0	8	10.4
Match job characteristics with needs and interests.	10	13.0	44	57.1	15	19.5	1	1.3	7	9.1
Locate and interview for a job.	5	6.5	30	39.0	29	37.7	6	7.8	7	9.1
Acquire knowledge of job retention factors.	5	6.5	35	45.5	28	36.4	0	0.0	9	11.7
Relate work attitudes to accomplishments & satisfaction.	9	11.7	47	61.0	14	18.2	0	0.0	7	9.1
Detect & appreciate quality work.	7	9.1	50	64.9	11	14.3	1	1.3	8	10.4
Identify & recognize need for and benefits of good interpersonal relationships.	6	7.8	53	68.8	10	13.0	1	1.3	7	9.1
Recognize productive, contributing factors, & behaviorial effects.	10	13.0	45	58.4	15	19.5	0	0.0	7	9.1
Identify ways to effectively work as a team member.	6	7.8	52	67.5	12	15.6	0	0.0	7	9.1
Recognize personal adjustment situations & seek required help.	5	6.5	43	55.8	20	26.0	1	1.3	8	10.4
Recognize personal limitations and how self-concept influences job success.	5	6.5	50	64.9	13	16.9	1	1.3	8	10.4

Subgoal	Very Good		Good		Poor		None		No Response	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Identify factors influencing career options.	7	9.1	52	67.5	9	11.7	1	1.3	8	10.4
Identify responsibilities toward co-workers, supervision, and property.	11	14.3	44	57.1	13	16.9	1	1.3	8	10.4
Identify rights derived from the political and societal environment.	6	7.8	42	54.5	20	26.0	1	1.3	8	10.4
Identify ways technology can affect work and/or lifestyle.	7	9.1	49	63.6	12	15.6	1	1.3	8	10.4
Identify the results of job specialization and worker interdependence.	8	10.4	42	54.5	18	23.4	1	1.3	8	10.4
Recognize relation of time/effort to wages.	7	9.1	48	62.3	13	16.9	1	1.3	8	10.4
Indicate the relationship of supply and demand among resources, goods, and services.	6	7.8	48	62.3	14	18.2	1	1.3	8	10.4
Relate specific training to specific career goals.	9	11.7	49	63.6	10	13.0	1	1.3	8	10.4
Relate general learning experiences to career opportunities.	9	11.7	52	67.5	8	10.4	0	0.0	8	10.4

Extent that Vocational Career Orientation Programs are Meeting Career Education Subgoals

Superintendents were asked to indicate to what extent their VCO programs were meeting the following subgoals of career education. Their information is found in Table 112. The three subgoals with the highest number of very good responses were these: "Relate general learning experiences to career opportunities," which was chosen by 17 (22.1%) persons; "Locate and use appropriate sources of career information", which was marked by 14 (18.2%) superintendents, and "Identify responsibilities toward co-workers, supervision, and property", which was chosen by 11 (14.3%) superintendents. The subgoal with the highest number of good responses was this: "Identify and recognize need for and benefits of good interpersonal relationships", which was chosen by 53 (68.8%) persons; 52 (67.5%) persons chose the following five subgoals in the good category: "Set personal goals and relate to career choice." "Factors influence lifestyles, "Identify ways to effectively work as a team member. "Identify factors influencing career options", and "Relate to general learning experiences to career opportunities."

VICE-PRESIDENTS OF ACADEMIC AFFAIRS

Besides the lack of adequate funding, these tables show that there is need for a Vocational Career Orientation degree program offered at the Bachelor's level. This program would balance the lack of funding for teacher training in that the teachers would have received adequate training upon graduation.

Table 113. FACTORS THAT PREVENT COLLEGES AND UNIVERSITIES FROM TRAINING VOCATIONAL CAREER ORIENTATION TEACHERS

Factors	**Yes**		**No**	
	No.	%	No.	%
Lack of need for trained teachers	3	25.0	9	75.0
Confusion among career education , vocational education & VCO programs	11	91.7	1	8.3
Lack of funds to train staff	7	58.3	5	41.7
Lack of operational funds for programs	9	75.0	3	25.0
Lack of funds to purchase materials	5	41.7	7	58.3
Lack of interest on the part of administrations	4	33.3	8	66.7
Lack of interest on the part of faculties	2	16.7	10	83.3
Lack of interest on part of business, labor, and Government communities	1	8.3	11	91.7
Lack of interest on the part of state education agency	0	0.0	12	100.0
Lack of certification requirements at the undergratuate level	6	50.0	6	50.0
Lack of a degree offering in career guidance and VCO at the undergraduate level	9	75.0	3	25.0
No need for an undergraduate program in Vocational Career Orientation	4	33.3	8	66.7

Factors that Prevent Colleges and Universities from Training Vocational Career Orientation Teachers

The vice-presidents for instruction (VPI), or persons with equivalent titles, at 12 private and public institutions of higher education in Arkansas returned questionnaires concerning certain aspects of Vocational Career Orientation (VCO) programs. Table 113 relates to factors that prevent colleges and universities from implementing a teacher training in VCO at the undergraduate level.

Factors that may prevent the training of teachers are shown in Table 113; 11 (91.7%) VPI indicated there was confusion among career education, vocational education, and VCO programs. "Lack of operational funds for programs" was listed by 9 (75%) VPI; "Lack of funds to train staff" was listed by 7 (58.3%) respondents. The VPI were equally divided on the "Lack of certification requirements at the undergraduate level" as being a reason for not implementing a VCO program.

Table 114. EXTENT THAT INSTITUTIONS WERE RECEIVING GRANTS OR CONTRACTS

	Yes		NO	
	Number	Percent	Number	Percent
Research	1	8.3	11	91.7
Program Development	1	8.3	11	91.7

Extent that Institutions were Receiving Grants or Contracts

As indicated in Table 114, only one institution had received a grant or contract to conduct research or to aid in Vocational Career Orientation program development.

Table 115. EXTENT OF IMPORTANCE THAT VICE-PRESIDENTS CONSIDER THE SUBGOAL OF CAREER EDUCATION

Subgoal	Very important		Important		Least important		No response	
	No.	%	No.	%	No.	%	No.	%
Goal setting	8	66.7	2	16.7	0	0.0	2	16.7
Life style	3	25.0	5	41.7	2	16.7	2	16.7
Decision making	6	50.0	3	25.0	0	0.0	3	25.0
Occupational supply & demand	6	50.0	3	25.0	1	8.3	2	16.7
Career information	5	41.7	4	33.3	1	8.3	2	16.7
Job characteristics	3	25.0	6	50.0	1	8.3	2	16.7
Need & Interests	4	33.3	4	33.3	2	16.7	2	16.7
Job interview skills	6	50.0	4	33.3	0	0.0	2	16.7
Job retention skills	6	50.0	4	33.3	0	0.0	2	16.7
Work attitudes	8	66.7	2	16.7	0	0.0	2	16.7
Appreciation for quality work	8	66.7	2	16.7	0	0.0	2	16.7
Interpersonal relations	4	33.3	6	50.0	0	0.0	2	16.7
Human relations	3	25.0	4	33.3	2	16.7	3	25.0
Group dynamic skills	2	16.7	5	41.7	3	25.0	2	16.7
Problem solving	6	50.0	4	33.0	0	0.0	2	16.7
Self-concept	5	41.7	5	41.7	0	0.0	2	16.7
Career interest & capabilities	3	25.0	6	50.0	1	8.3	2	16.7
Work responsibility	7	58.3	2	16.7	1	8.3	2	16.7
Political/social responsibilities	1	8.3	5	41.7	4	33.3	2	16.7
Political/social attitudes	1	8.3	6	50.0	3	25.0	2	16.7
Effects of technology	3	25.0	5	41.7	2	16.7	2	16.7
Worker Independence	3	25.0	3	25.0	4	33.3	2	16.7
Use of money and resources	2	16.7	8	66.7	0	0.0	2	16.7
Supply and demand	5	41.7	3	25.0	2	16.7	2	16.7
Education & career	4	33.3	5	41.7	1	8.3	2	16.7

	Very important		Important		Least important		No response	
Learning experiences & careers	3	25.0	6	50.0	1	8.3	2	16.7
Non-traditional work roles	4	16.7	2	16.7	4	33.3	2	16.7
Labor laws protecting workers' rights	2	16.7	4	33.3	4	33.3	2	16.7

Extent of Importance that Vice-Presidents Consider the Subgoal of Career Education

As shown in Table 115, the vice-presidents for instruction were asked the extent of importance of the career education subgoals in training school personnel for teaching Vocational Career Orientation. Eight (66.7%) chose the following subgoals as being very important: "Goal setting," "Work attitudes," and "Appreciation for quality work." Eight (66.7%) also indicated that use of money and resources were important.

Table 116. WRITTEN PHILOSOPHY

	Yes		No		No Response	
	No.	%	No.	%	No.	%
Have philosophy	3	25.0	8	66.7	1	8.3
Would like help in writing	4	33.3	4	33.3	4	33.3

Written Philosophy

As illustrated in Table 116, vice-presidents were asked if they had a written VCO program philosophy or goal statement that included provisions for students desiring to enroll in VCO and if they would like assistance from the State Department of Education in writing, such as that shown in Table 116. Three institutions have a philosophy or goal statement, and four would like help in preparing written statements.

VARIABLES BY SEX

According to the breakdown by sex, we see that females tend to see course requirement more important than males do. Forty-four percent males felt that finding and keeping a job was a class benefit. Only 29.1 percent females felt that way. Almost half the females felt that they did not have enough skill or training for the job; however, they did not place much emphasis on skill development. A higher percent of males felt that skill development should be emphasized. Perhaps the teacher can place more emphasis on the importance of non-sexist role development.

Table 117. SEX

Sex	Number	Percent
Male	214	53
Female	190	47
Total	404	100

Table 118. STUDENTS THAT WERE EMPLOYED

	Male		Female	
	Number	Percent	Number	Percent
Yes	79	37.3	32	16.9
No	133	62.7	157	83.1
Total	212	100.0	189	100.0

Students that were Employed - Males and females responded differently on their status of employment in that 79 (71.2%) males and 32 (28.8%) females were employed at the time of this study.

Table 119. COURSE REQUIREMENT

Importance	Male		Female	
	Number	Percent	Number	Percent
Most Important	62	39.2	84	53.8
Second Most Important	25	15.8	28	17.9
Third Most Important	71	44.9	44	28.2
Total	158	100.0	156	100.0

Course Requirement Males and females tend to see the course requirement differently as an important influence in their decision to take Vocational Career Orientation. In Table 119, 62 (39.2%) males indicated requirement as a most important reason, while 84 (53.8%) females checked this item. This sex difference is reversed on the third most important category where 71 (44.9%) males and 44 (28.2%) females responded to the influence of course requirement. Females tend to see course requirement more important than males.

Table 120. MORE EMPHASIS ON SKILL DEVELOPMENT

	Male		Female	
	Number	Percent	Number	Percent
Yes	86	40.4	54	28.6
No	127	59.6	135	71.4
Total	213	100.0	189	100.0

More Emphasis on Skill Development There is a difference in which males and females responded to the questions on things that they should have had in their training. Males (40.4%) than females (28.6%) felt that greater emphasis should have been placed on the development of skills as Table 120 indicates.

Table 121. FINDING AND KEEPING A JOB

Response	Male		Female	
	Number	Percent	Number	Percent
Yes	94	44.1	55	29.1
No	119	55.9	134	70.9
Total	213	100.0	189	100.0

Finding and Keeping a Job

A sex difference was noted when the respondents were asked what benefits they had received from Vocational Career Orientation training since entering an occupation. More males (44.1%) indicated that finding and keeping a job was a benefit as illustrated in Table 121.

Table 122. MOST USEFUL ACTIVITIES OF VOCATIONAL CAREER ORIENTATION TRAINING

Activity	Male		Female	
	Number	Percent	Number	Percent
Classroom	27	14.0	66	42.3
Hands-On	42	21.8	34	21.8
Laboratory and Visual	15	7.8	12	7.7
Shop	90	46.6	13	8.3
Other	19	9.8	31	19.9
Total	193	100.0	156	100.0

Most Useful Activities of Vocational Career Orientation Training

Respondents were asked which part of their Vocational Career Orientation training has been most useful in their present occupations. In Table 122, males and females did not respond in the same way. Females (42.3%) felt that classroom activity was most useful. Males (46.6%) thought that shop activities were most useful.

Table 123. DECISION MAKING

Response	Male		Female	
	Number	Percent	Number	Percent
Most Significant	90	53.9	114	72.6
Significant	63	37.7	34	21.7
Insignificant	14	8.4	9	5.7
Total	167	100.0	157	100.0

Decision Making In Table 123, more females (72.6%) than males (53.9%) thought decision making to be most significant.

Table 124. CAREER INFORMATION

Response	Male		Female	
	Number	Percent	Number	Percent
Most Significant	61	37.4	80	51.0
Significant	81	49.7	63	40.1
Insignificant	21	12.9	14	8.9
Total	163	100.0	157	100.0

Career Information The "Most Significant" category probably accounts for the way that males and females responded to the career information subgoals. Table 124 shows that 80 (51.0%) females and only 61 (37.4%) males chose the "Most Significant" category concerning career information.

Table 125. APPRECIATION FOR QUALITY WORK

Response	Male		Female	
	Number	Percent	Number	Percent
Most Significant	106	65.0	77	52.0
Significant	49	30.1	53	35.8
Least Significant	8	4.9	18	12.2
Total	163	100.0	148	100.0

Appreciation for Quality Work In response to the "Appreciation for Quality Work" subgoal in Table 125, the sex difference is probably in the "Most Significant" category where 106 (65%) males chose this category while 77 (52%) females did.

Table 126. EFFECTS OF TECHNOLOGY

Response	Males		Females	
	Number	Percent	Number	Percent
Most Significant	33	20.9	14	9.8
Significant	77	48.7	64	44.8
Least Significant	48	30.4	65	45.5
Total	158	100.0	143	100.0

Effects of Technology There was a sex difference in response to the "Effects of Technology" subgoal. The largest difference is in the "Most Significant" category with 33 (20.9%) of the males and 14 (9.8%) of the females choosing this category in Table 126.

Table 127. CHIEF DIFFICULTY IN JOB PLACEMENT

Category	Male		Female	
	Number	Percent	Number	Percent
Students training was not recognized by employers.	35	25.0	14	14.4
Employers were not interested in youth.	44	31.4	20	20.6
Students did not have enough skill or training for the job.	34	24.3	44	45.4
Other	27	19.3	19	19.6
Total	140	100.0	97	99.0

Chief Difficulty in Job Placement Sex difference in responding to the chief difficulty experienced in job placement was significant. Table 127 indicates that 45.4 percent females felt they did not have enough skill or training for the job.

Table 128. EXPECTED EMPLOYMENT LIFE

Response	Male		Female	
	Number	Percent	Number	Percent
1-9 years	37	26.1	28	33.3
10-19 years	13	9.2	14	16.7
20-30 years	23	16.2	17	20.2
Over 30 years	69	48.6	25	29.8
Total	142	100.0	84	100.0

Expected Employment Life As Table 128 illustrates, the significant difference in response to the expected employment life is probable in the "Over 30 Years" category where 69 (48.6%) males as opposed to 25 (29.8%) females responded.

Table 129. VOCATIONAL CAREER ORIENTATION AS A REQUIRED COURSE

Response	Male Number	Male Percent	Female Number	Female Percent
Yes	140	72.9	148	83.6
No	52	27.1	29	16.4
Total	192	100.0	177	100.0

Vocational Career Orientation As a Required Course

Table 129 shows 148 (83.6%) females as opposed to 140 (72.9%) males indicated that Vocational Career Orientation should be required as a part of the curriculum.

Table 130. PART-TIME AND FULL-TIME PROGRAMS

Response	Male Number	Male Percent	Female Number	Female Percent
Vocational Agriculture	65	37.4	14	9.2
Home Economics	10	5.7	41	27.0
Business Education	21	12.1	20	13.2
Full-Time	78	44.8	77	50.7
Total	174	100.0	152	100.0

Part-Time and Full-Time Programs

Table 130 indicates that more females 41 (27%) were enrolled in Home Economics while more males 65 (37.4%) were enrolled in Vocational Agriculture.

Table 131. LEAST USEFUL ACTIVITY OF VOCATIONAL CAREER ORIENTATION TRAINING

Activity	Male Number	Male Percent	Female Number	Female Percent
Classroom	74	39.6	30	20.4
Hands-On	24	12.8	19	12.9
Laboratory and Visual	48	25.7	32	21.8
Shop	21	11.2	39	26.5
Other	20	10.7	27	18.4
Total	187	99.9	147	100.0

Least Useful Activity of Vocational Career Orientation Training

When asked which part of Vocational Career Orientation was least useful in their present occupations, 74 (39.6%) males felt that classroom activities were least useful; while 39 (26.5%) females thought that shop activities were least useful in Table 131.

Table 132. VOCATIONAL AGRICULTURE

Response	Male Number	Male Percent	Female Number	Female Percent
Yes	93	43.7	29	15.3
No	120	56.3	161	84.7
Total	213	100.0	190	100.0

Vocational Agriculture

Respondents were asked to indicate vocational programs they had completed. In Table 132, more males (43.7%) had enrolled in vocational agriculture than females (15.3%).

Table 133. VOCATIONAL BUSINESS

Response	Male		Female	
	Number	Percent	Number	Percent
Yes	45	21.1	63	33.2
No	168	78.9	127	66.8
Total	213	100.0	190	100.0

Vocational Business	There tends to be more females (33.2%) enrolled in vocational business than (21.1%) as shown in Table 133.

Table 134. TRADES AND INDUSTRY

Response	Male		Female	
	Number	Percent	Number	Percent
Yes	50	23.5	18	9.5
No	163	76.5	172	90.5
Total	213	100.0	190	100.0

Trades and Industry	More males 23.5 percent were enrolled in "Trades and Industry" programs than females 9.5 percent as Table 134 indicates.

Table 135. OTHER PROGRAMS

Response	Male		Female	
	Number	Percent	Number	Percent
Yes	53	24.9	72	37.9
No	160	75.1	118	62.1
Total	213	100.0	190	100.0

Other Programs Table 135 shows more females (37.9%) were enrolled in "Other Programs" than males (24.9%). Students should be made aware of the fact that all courses are open to both sexes as well as unemployment opportunities.

RACE

It is apparent that both the whites and the minorities should be made more aware as to the objective of the Vocational Career Orientation course because of the high percentages of each race listing other reasons, other than those stated, for taking the course. One difference is that more minorities visited counselors than the white students. Also there was a complete difference in that a higher percent of minorities felt the classroom work was more beneficial than the shopwork. The results from the whites was exactly opposite.

Table 136. SIZE OF SCHOOL BY RACE

Size of School	Minority		White	
	Number	Percent	Number	Percent
Less than 500	34	36.6	79	31.0
501 to 1500	40	43.0	147	57.6
Over 1500	19	20.4	29	11.4
Total	93	100.0	255	100.0

Size of School by Race There is a racial difference in the number of students responding to the total enrollment question. The largest difference noted is in Table 136 in the 501 to 1500 size category with 57.6 percent of the white students and 43 percent of the minority students responding.

Table 137. PRINCIPAL SUPPORT FOR VOCATIONAL CAREER ORIENTATION PROGRAM

Response	Minority		White	
	Number	Percent	Number	Percent
Yes	66	66.7	220	85.6
No	33	33.3	37	14.4
Total	99	100.0	257	100.0

Principal Support for Vocational Career Orientation Program

Respondents were asked whether the principal supported the program and club activities sponsored by Vocational Career Orientation. In Table 137, 85.6 percent of the white students indicated that their principal supported Vocational Career Orientation, while 66.7 percent of the minority students did.

Table 138. PART-TIME AND FULL-TIME PROGRAMS

Program	Minority		White	
	Number	Percent	Number	Percent
Vocational Agriculture	14	15.9	65	27.5
Home Economics	23	26.1	28	11.9
Business Education	12	13.6	29	12.3
Full-Time VCO	39	44.3	114	48.3
Total	88	99.9	236	100.0

Part-Time and Full-Time Programs

Respondents were asked where they received their Vocational Career Orientation training. As shown in Table 138, a greater percentage of minority students (26.1%) indicated home economics than the white students did (11.9%).

Table 139. VOCATIONAL CAREER ORIENTATION COURSE REQUIREMENTS

Response	Minority		White	
	Number	Percent	Number	Percent
Yes	91	88.3	195	73.9
No	12	11.7	69	26.1
Total	103	100.0	264	100.0

Vocational Career Orientation Course Requirements

In Table 139, a greater percentage of minority students (88.3%) than white students (73.9%) felt that the Vocational Career Orientation course should be required.

Table 140. LABOR LAWS PROTECTING WORKERS' RIGHTS

Significance	Minority		White	
	Number	Percent	Number	Percent
Most Significant	41	48.8	71	32.3
Significant	29	34.5	82	37.3
Insignificant	14	16.7	67	30.5
Total	84	100.0	220	100.1

Labor Laws Protecting Workers' Rights

"Labor Laws Protecting Workers' Rights" was indicated as most significant by a greater percentage of minority students (48.8%) than white students (32.3%) in Table 140.

Table 141. LIFESTYLE

Significance	Minority		White	
	Number	Percent	Number	Percent
Most Significant	41	42.7	72	32.7
Significant	38	44.2	118	53.6
Insignificant	7	8.1	30	13.6
Total	86	100.0	220	99.9

Lifestyle Students were asked what subgoals of career education were most significant in their education. In Table 141, a greater percentage (42.7%) of minority students listed lifestyle than did white students (32.7%).

Table 142. UNDERSTANDING SELF, STRENGTHS AND WEAKNESSES

Response	Minority		White	
	Number	Percent	Number	Percent
Yes	27	23.7	107	37.4
No	87	76.3	179	62.6
Total	114	100.0	286	100.0

Understanding Self, Strengths and Weaknesses Respondents were asked to indicate the benefits they had received from Vocational Career Orientation Guidance. As noted in Table 142, a greater percentage of white students (37.4%) said they benefited by understanding self, strengths and weaknesses than did minority students (23.7%).

Table 143. VOCATIONAL PROGRAM

Response	Minority		White	
	Number	Percent	Number	Percent
Yes	30	26.3	47	16.4
No	84	73.7	240	83.6
Total	114	100.0	287	100.0

Vocational Program

Students were asked to indicate vocational programs they had completed. As indicated in Table 143, a greater percentage (26.3%) of minority students has had no vocational training.

Table 144. VOCATIONAL AGRICULTURE

Response	Minority		White	
	Number	Percent	Number	Percent
Yes	21	18.4	101	35.2
No	93	81.6	186	64.8
Total	114	100.0	287	100.0

Vocational Agriculture

As shown in Table 144, fewer minority students (18.4%) have been enrolled in Vocational Agriculture than whites (35.2%).

Table 145. RACE

Race	Number	Percent
Minority	115	28.6
White	287	71.4
Total	402	100.0

Race

There were 115 (28.6%) minority and 287 (71.4%) white students who responded to this questionnaire concerning racial origin. Two students did not designate their race in Table 145.

Table 146. VOCATIONAL CAREER ORIENTATION COURSE EASY

Importance	Minority		White	
	Number	Percent	Number	Percent
Most Important	36	41.9	50	23.1
Second Most Important	21	24.4	65	30.1
Third Most Important	29	33.7	101	46.8
Total	86	100.0	216	100.0

Vocational Career Orientation Course Easy

Students were asked what and/or who influenced them to take Vocational Career Orientation. In Table 146, a greater percentage of minority students (41.9%) than white students (23.1%) thought the Vocational Career Orientation course would be easy.

Table 147. NO REASON FOR TAKING VOCATIONAL CAREER ORIENTATION

Importance	Minority		White	
	Number	Percent	Number	Percent
Most Important	31	36.5	47	22.8
Second Most Important	23	27.1	42	20.4
Third Most Important	31	36.5	117	56.8
Total	85	100.0	206	100.0

No Reason for Taking Vocational Career Orientation

As illustrated in Table 147, 31 (36.5%) minority students and 47 (22.8%) white students indicated they had no particular reason for taking Vocational Career Orientation.

Table 148. COUNSELOR HELP BEFORE ENROLLING IN VOCATIONAL CAREER ORIENTATION

Amount of Help	Minority		White	
	Number	Percent	Number	Percent
Much Help	16	14.2	26	9.1
Some Help	25	22.1	46	16.1
Little Help	17	15.0	44	15.4
No Help	48	42.5	123	43.2
No Counselor	7	6.2	46	16.1
Total	113	100.0	285	99.9

Counselor Help Before Enrolling in Vocational Career Orientation

Amount of help received from the counselor before enrolling in Vocational Career Orientation was responded to differently by racial groups in this study. The largest difference was in the "No Counselor" category where 7 (6.2%) minority and 46 (16.1%) white students responded in Table 148. A greater effort should be made to schedule counselor conferences for all students prior to enrollment in Vocational Career Orientation.

Table 149. COUNSELOR HELP RECEIVED DURING ENROLLMENT

Amount of Help	Minority		White	
	Number	Percent	Number	Percent
Much Help	12	10.6	29	10.1
Some Help	28	24.8	47	16.4
Little Help	19	16.8	41	14.3
No Help	36	31.9	77	26.8
No Counselor	9	8.0	47	16.4
No Help Desired	9	8.0	46	16.0
Total	113	100.0	287	100.0

Counselor Help Received During Enrollment Minorities and whites responded differently to the question on how much help they received from counselors during enrollment in Vocational Career Orientation. In Table 149, 24.8 percent of the minority students received some help as compared to 16.4 percent received by white students.

Table 150. STUDENTS PRESENTLY EMPLOYED

Response	Minority		White	
	Number	Percent	Number	Percent
Yes	20	17.7	91	31.8
No	93	82.3	195	68.2
Total	113	100.0	286	100.0

Students Presently Employed As Table 150 indicates, more whites (31.8%) were employed than minority group members in this sample. Greater efforts are needed in job placement for minority students.

Table 151. OTHER REASONS FOR TAKING VOCATIONAL CAREER ORIENTATION

Importance	Minority		White	
	Number	Percent	Number	Percent
Most Important	27	45.0	82	63.6
Second Most Important	8	13.3	15	11.6
Third Most Important	25	41.7	32	24.8
Total	60	100.0	129	100.0

Other Reasons for Taking Vocational Career Orientation As shown in Table 151, other reasons were given for taking Vocational Career Orientation course by 63.6 percent of the white students and by 45 percent of the minority students. Perhaps students should be made more aware of the objective of Vocational Career Orientation.

Table 152. HELP RECEIVED FROM COUNSELOR IN GROUP SESSION DURING ENROLLMENT IN VOCATIONAL CAREER ORIENTATION

Amount of help	1st Semester				2nd Semester			
	Minority		White		Minority		White	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
4 times or more	7	6.2	22	7.9	7	6.3	25	9.2
3 times	9	8.0	13	4.7	8	7.2	9	3.5
2 times	18	15.9	25	9.0	17	15.3	20	7.3
1 time	20	17.7	36	12.9	26	18.0	43	15.8
Counselor did not help	52	46.0	139	50.0	52	46.8	133	48.7
No Counselor	7	6.2	43	15.2	7	6.3	43	15.8
Total	113	100.0	278	100.0	111	100.0	273	100.1

Help Received from Counselor in Group Session During Enrollment in Vocational Career Orientation

Students were asked how many times each semester they received help from the counselor in a class or group session during enrollment in Vocational Career Orientation. There was a difference in the way that minority and white students responded as shown in Table 152. The difference may have been that the white students reported their schools had no counselor more than did minority students.

Table 153. HELP RECEIVED INDIVIDUALLY WHILE ENROLLED IN VOCATIONAL CAREER ORIENTATION

	First Semester				Second Semester			
	Minority		White		Minority		White	
Number of times	Number	Percent	Number	Percent	Number	Percent	Number	Percent
4 or more times	8	7.2	18	6.5	9	8.0	20	7.4
3 times	19	17.1	18	6.5	17	15.2	11	4.1
2 times	11	9.9	22	7.9	7	6.3	18	6.6
1 time	17	15.3	35	12.5	16	14.3	43	15.9
Counselor Did Not Help	49	44.1	143	51.3	56	50.0	136	50.2
No Counselor	7	6.3	43	15.4	7	6.3	43	15.4
Total	111	99.9	279	100.1	112	100.1	271	100.1

Help Received Individually While Enrolled in Vocational Career Orientation

Students were asked how many times they received help from the counselor individually during enrollment in Vocational Career Orientation. There was a difference in the way that minority and shite students responded to their question as shown in Table 153. The greatest difference for both semesters is in the "3 times" category. A greater percentage of minority students saw the counselor than white students during both semesters.

Table 154. MOST USEFUL AND LEAST USEFUL PARTS OF VOCATIONAL CAREER ORIENTATION

Activity	MOST				LEAST			
	Minority		White		Minority		White	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Classroom	35	35.0	58	23.4	25	26.0	79	33.3
Hands-On	17	17.0	59	23.8	21	21.9	22	9.3
Laboratory & Visual Training	12	12.0	15	6.0	18	18.8	61	25.7
Shop Work	22	22.0	80	32.3	24	25.0	36	15.2
Other	14	14.0	36	14.5	8	8.3	39	16.5
Total	100	100.0	248	100.0	96	100.0	237	100.0

Most Useful and Least Useful Parts of Vocational Career Orientation

Minority and white students did not respond the same way concerning their Vocational Career Orientation training in relation to which parts had been most useful and least useful in their present occupations. In Table 154, 35 percent of the minority students thought the classroom was most useful; while 32.3 percent of the white students thought that shop work was most useful, while 22 percent of the minority students thought it to be most useful. This reverse is the least useful category where minority students saw shop work of less use than white students did. White students 33.3 percent saw classroom less useful while 36 percent minority students did.

SIZE OF SCHOOL

Large schools tend to provide more for the students than the smaller ones. Specific areas in which this was characterized are placement opportunities, pre-and inter-school student counseling and the type of counseling offered to the students.

Table 155. SCHOOL SIZE

Size	Number	Percent
Less than 500 (small school)	115	28.5
Over 500 (large school)	235	58.2
No response	54	13.4
Total	404	100.0

School Size As indicated in Table 155, 115 (28.5%) students were enrolled in schools with less than 500 students; and 235 (58.2%) students were enrolled in schools with over 500 students.

Table 156. STUDENT EMPLOYMENT

	1-500 Students		Over 500	
	Number	Percent	Number	Percent
Yes	24	21.2	75	32.1
No	89	78.8	159	67.9
Total	113	100.0	234	100.0

Student Employment School size made a defference in the number of students employed. In Table 156, 32.1 percent of the students were employed, while in the small schools 21.2 percent were employed. This may be due to larger schools having more placement opportunities.

Table 157. COURSE REQUIREMENT

	0-500 Students		Over 500	
	Number	Percent	Number	Percent
Most Important	53	58.2	73	39.7
Second Most Important	10	11.0	32	17.4
Third Most Important	28	30.8	79	42.9
Total	91	100.0	184	100.0

Course Requirement

Students from small and large schools answered differently on course requirements when asked what and/or who influenced them to take Vocational Career Orientation. In Table 157, 58.2 percent responded to "Most Important" from the small schools; while 39.7 percent did from the large schools.

Table 158. HELP RECEIVED FROM COUNSELOR BEFORE ENROLLING IN VOCATIONAL CAREER ORIENTATION

	0-500 Students		Over 500 Students	
	Number	Percent	Number	Percent
Much help	14	12.4	22	9.4
Some help	22	19.5	39	16.6
Little help	16	14.2	39	16.6
No help	32	28.3	117	49.8
No counselor	29	25.7	18	7.7
Total	113	100.1	235	100.1

Help Received from Counselor Before Enrolling in Vocational Career Orientation

Students from small and large schools tend to respond differently in the "No help" and "No counselor" categories. For example, in Table 158, 32 (28.3%) of students from small schools indicated no help from the counselors while 117 (49.8%) students from the large schools did not receive help.

Table 159. ENCOURAGEMENT FROM VOCATIONAL CAREER ORIENTATION TEACHER TO SEE COUNSELOR

	0-500		Over 500	
Assistance	Number	Percent	Number	Percent
Never	31	27.4	94	40.0
Seldom	35	31.0	76	32.3
Frequently	19	16.8	47	20.0
No counselor	28	24.8	18	7.7
Total	113	100.0	235	100.0

Encouragement from Vocational Career Orientation Teacher to see Counselor

The greatest difference is in the "No counselor" category; however, a greater percentage of students (40%) than from the small schools (27.4%) indicated that the teacher never encouraged them to see the counselor as Table 159 shows.

Table 160. HELP FROM COUNSELOR SINCE VOCATIONAL CAREER ORIENTATION

	0-500		Over 500	
Help	Number	Percent	Number	Percent
Much help	15	13.3	35	15.0
Some help	24	21.2	57	24.4
Little help	9	8.0	23	9.8
No help	19	16.8	66	28.2
No counselor	25	22.1	11	4.7
No help desired	21	18.6	42	17.9
Total	113	100.0	234	100.0

Help from Counselor Since Vocational Career Orientation

The difference in the way students responded from small and large schools seems to be in areas of "No counselor." For example, in Table 160,22.1 percent of the students from small schools and 4.7 percent in large schools did not have a counselor.

Table 161. TYPE OF COUNSELING PREFERRED

	0-500		Over 500	
Type	Number	Percent	Number	Percent
Group	47	43.9	69	31.9
Individual	60	56.1	147	68.1
Total	107	100.0	216	100.0

Type of Counseling Preferred Students were asked which type of counseling was most useful. In Table 161, a larger percentage of students from small schools (43.9%) than large schools (31.9%) thought group counseling was more beneficial. A larger percentage from large schools (68.1%) than from small schools (56.1%) thought individual counseling was more beneficial. Both schools thought individual counseling was more beneficial than group counseling.

Table 162. VOCATIONAL PROGRAMS COMPLETED

Industrial Arts	0-500		Over 500	
Program	Number	Percent	Number	Percent
Yes	15	13.0	23	22.6
No	100	87.0	182	77.4
Total	115	100.0	235	100.0

Vocational Programs Completed In responding to the Vocational program they had completed, school size made a difference in the "Industrial Arts Program." As shown in Table 162, 22.6 percent of the students from large schools had industrial arts, while only 13 percent of the students from small schools had it.

Table 163. BENEFITS FROM VOCATIONAL CAREER ORIENTATION

Benefit	0-500 Number	0-500 Percent	Over 500 Number	Over 500 Percent
Education & Career (Yes)	24	20.9	74	31.6
Opportunities (No)	91	79.1	160	68.4
Total	115	100.0	234	100.0

Benefits From Vocational Career Orientation Table 163 indicates the benefits from Vocational Career Orientation that were responded to differently according to school size. More students (31.6%) from large schools than from small schools (20.9%) thought that education and career opportunities were of more benefit.

Table 164. GOAL SETTING

Goal Significance	0-500 Number	0-500 Percent	Over 500 Number	Over 500 Percent
Most Significant	36	40.9	122	61.9
Significant	38	43.2	56	28.4
Insignificant	14	15.9	19	9.6
Total	88	100.0	197	99.9

Goal Setting Respondents were asked which career education subgoals were the most significant in their training. In Table 164, 61.9 percent of the students from the large schools chose goal setting more often than 40.9 percent of students from small schools in the "Most Significant" category.

Table 165. DID THE SCHOOL COUNSELOR ASSIST YOU IN PREPARING YOUR CLASS SCHEDULE WITH YOUR TENTATIVE OCCUPATION IN MIND?

	0-500	Graduates	Over 500	
Size	No.	%	No.	%
Yes	37	28.2	94	71.8
No	60	33.7	118	66.3
Total	97		212	

	0-500	Non-Graduates	Over 500	
Size	No.	%	No.	%
Yes	4	40	6	60.0
No	8	60	8	50.0
Total	12		14	

Did the School Counselor Assist You in Preparing Your Class Schedule With Your Tentative Occupation in Mind?

Table 165 shows significant differences in those areas of counseling assistance with tentative occupations in mind. The larger schools percentile shows that 71.8 percent of students received counseling assistance in class scheduling while only 28 percent of students attending smaller schools received assistance in class scheduling with tentative occupations in mind. In the non-graduates 40 percent of students in the smaller schools replied that they received assistance while 60 percent of students in the larger schools received class scheduling assistance with a tentative occupation in mind.

SUMMARY

In summary, the problems analyzed to accomplish our major purpose renders these facts:

1. We learn that over half (59.9%) of the students indicated that individual guidance was more useful than group counseling. Some probabilities are that more students sought individual counseling and that the counselors showed interest in the students by helping them solve their problems.

2. Thirty-five percent of students are satisfied with their career occupational choices. Almost half of the students feel they made wise occupational decisions.

3. Why students didn't receive counseling relative to occupational choice as follows: 1. Students didn't desire counseling. 2. The students schedule would not permit them for counseling. 3. Students were not aware of counseling services that were available.

4. Students dropped out of Vocational Career Orientation classes because they were not interested in school. These students demonstrated this lack of interest in the form of high absenteeism and disciplinary problems. Employment in the armed services was another major reason for dropping the class.

5. Secondary school dropouts indicated that they were not interested in school. Pregnancy was the reason for 13.8 percent of the dropouts. Another possibility was teacher-counselor relationship.

6. The graduate students received better class scheduling and counseling services than most of the dropouts. The size of the school played an important role as to the type and quality of services rendered to the students.

7. A majority of the students that have graduated or 80.6 percent are making less than $5000.00 per year. Over one-half (61.9%) of the students that did not graduate are making less than that income. Only two of the students that graduated are making an income above $15,000.00, and none of the students that did not graduate are doing so.

8. Factors motivating graduates and dropouts to enter their present occupation are working with others and feeling the security of having a competent supervisor.

9. At the present time further research and occupational information must be gathered before proper results can be collected to correlate the

results relating length of program with occupational status.

10. The principal was the administrative leader at the local level. Sixty percent of those participating in the study felt that the principal should give strong leadership for Vocational Career Orientation.

The facts show student performance as influenced by the Vocational Career Orientation classes. We have seen the need for improvement and further developments to better serve those students who participate in Vocational Career Orientation.

SUBGROUP DIFFERENCES

ALL VARIABLES BY SEX

This additional information has been provided for your information. It includes the response differences with the subgroups on all variables on the basis of sex, race, and size of school. The same statistical methodology or the chi-square statistic was the method used in this study. All tests were performed at the .05 alpha level.

SEX

Sex	Male	Female	Row Total
Black	214 100.0	0 0.0	214 53.0
White	0 0.0	190 100.0	190 47.0
Column Total	214 53.0	190 47.0	404 100.0

Corrected Chi Square = 399.99580 with 1 degree of freedom, significance = 0.0000

Raw Chi Square = 404.00000 with 1 degree of freedom, significance = 0.0000

BIRTHYEAR

Year	Male	Female	Row Total
1958	4 1.9	1 0.5	5 1.3
1959	3 1.4	0 0.0	3 0.8
1960	10 4.8	9 4.9	19 4.8
1961	25 11.9	14 7.6	39 9.9
1962	38 18.1	31 16.8	69 17.5
1963	48 22.9	41 22.3	89 22.6
1964	48 22.9	46 25.0	94 23.9
1965	28 13.3	30 16.3	58 14.7
1966	6 2.9	11 6.0	17 4.3
1967	0 0.0	1 0.5	1 0.3
Column Total	210 53.3	184 46.7	394 100.0

Chi Square = 10.12637 with 9 degrees of freedom, significance = 0.3404

Number of missing observations = 10

RACE

Race	Male	Female	Row Total
Black	46 21.5	65 34.6	111 27.6
White	165 77.1	122 64.9	287 71.4
Other	3 1.4	1 0.5	4 1.0
Column Total	214 53.2	188 46.8	402 100.0

Chi Square = 9.05103 with 2 degrees of freedom, significance = 0.0108

Number of missing observations = 2

FATHER'S OCCUPATION

Occupation	Male	Female	Row Total
Marketing & Distribution	20 9.5	6 3.3	26 6.6
Communication & Media	0 0.0	1 0.6	1 0.3
Marine Science	1 0.5	1 0.6	2 0.5
Fine Arts & Humanities	0 0.0	1 0.6	1 0.3
Construction	29 13.7	20 11.1	49 12.5
Manufacturing	18 8.5	9 5.0	27 6.9
Personal Services	6 2.8	7 3.9	13 3.3
Health	5 2.4	2 1.1	7 1.8
Environment	2 0.9	3 1.7	5 1.3
Transportation	18 8.5	23 12.8	41 10.5
Business & Office	1 0.5	6 3.3	7 1.8
Agri-Business & Natural Resources	33 15.6	25 13.9	58 14.8
Public Service	16 7.6	11 6.1	27 6.9
No Occupation	62 29.4	65 36.1	127 32.5
Column Total	211 54.0	180 46.0	391 100.0

Chi Square = 19.70163 with 13 degrees of freedom, significance = 0.1029

Number of missing observations = 13

MOTHER'S OCCUPATION

Occupation	Male	Female	Row Total
Marketing & Distribution	18	13	31
	8.5	6.8	7.7
Communication & Media	3	0	3
	1.4	0.0	0.7
Hospitality, Recreation & Tourism	0	1	1
	0.0	0.5	0.2
Consumer & Homemaking Education	120	100	220
	56.6	52.6	54.7
Fine Arts & Humanities	0	1	1
	0.0	0.5	0.2
Construction	1	1	2
	0.5	0.5	0.5
Manufacturing	17	14	31
	8.0	7.4	7.7
Personal Services	8	5	13
	3.8	2.6	3.2
Health	13	18	31
	6.1	9.5	7.7
Environment	0	1	1
	0.0	0.5	0.2
Transportation	0	1	1
	0.0	0.5	0.2
Business & Office	6	4	10
	2.8	2.1	2.5
Agri-Business & Natural Resources	2	5	7
	0.9	2.6	1.7
Public Service	21	17	38
	9.9	8.9	9.5
No Occupation	3	9	12
	1.4	4.7	3.0
Column Total	212	190	402
	52.7	47.3	100.0

Chi Square = 15.36251 with 14 degrees of freedom, significance = 0.3538

Number of missing observations = 2

STUDENT'S OCCUPATION

ıpation	Male	Female	Row Total
eting & Distribution	10 4.7	5 2.7	15 3.8
unication & Media	1 0.5	1 0.5	2 0.5
itality, Recreation Tourism	1 0.5	0 0.0	1 0.3
mer & Homemaking lucation	1 0.5	1 0.5	2 0.5
ruction	9 4.2	0 0.0	9 2.3
cturing	5 2.4	1 0.5	6 1.5
al Services	3 1.4	2 1.1	5 1.3
	0 0.0	2 1.1	2 0.5
rtation	5 2.4	0 0.0	5 1.3
& Office	1 0.5	2 1.1	3 0.8
iness & Natural rces	7 3.3	0 0.0	7 1.8
ervice	30 14.2	17 9.0	47 11.8
ation	139 65.6	157 83.5	296 74.0
tal	212 53.0	188 47.0	400 100.0

e = 32.23304 with 12 degrees of freedom, significance = 0.0013

missing observations = 4

EMPLOYMENT STATUS

:'s Job	Male	Female	Row Total
	79 37.3	32 16.9	111 27.7
	133 62.7	157 83.1	290 72.3
otal	212 52.9	189 47.1	401 100.0

Corrected Chi Square = 19.63259 with 1 degree of freedom, significance = 0.0000

Raw Chi Square = 20.63579 with 1 degree of freedom, significance = 0.0000

Number of missing observations =

A. BEFORE ENROLLMENT IN VOCATIONAL CAREER ORIENTATION

To answer the questions in this section, you need to think back to the time BEFORE YOU ENROLLED IN VOCATIONAL CAREER ORIENTATION. Read each question and the directions for that question, and then give your answers.

A-1 WHAT AND/OR WHO INFLUENCED YOU TO TAKE VOCATIONAL CAREER ORIENTATION? Directions: Circle the most important influence, circle the second most important influence, and circle the third most important influence.

THIS COURSE WAS REQUIRED OF ALL STUDENTS IN MY SCHOOL

Importance	Male	Female	Row Total
Most Important	62 39.2	84 53.8	146 46.5
Second Most Important	25 15.8	28 17.9	53 16.9
Third Most Important	71 44.9	44 28.2	115 36.6
Column Total	158 50.3	156 49.7	314 100.0

Chi Square = 9.81167 with 2 degrees of freedom, significance = 0.0074

Number of missing observations = 90

FRIENDS RECOMMENDED THE COURSE TO ME

Importance	Male	Female	Row Total
Most Important	31 18.7	31 20.7	62 19.6
Second Most Important	65 39.2	47 31.3	112 35.4
Third Most Important	70 42.2	72 48.0	142 44.9
Column Total	166 52.5	150 47.5	316 100.0

Chi Square = 2.11633 with 2 degrees of freedom, significance = 0.3471

Number of missing observations = 88

A PARENT (OR BOTH PARENTS) WANTED ME TO TAKE IT

Importance	Male	Female	Row Total
Most Important	44 28.6	39 26.5	83 27.6
Second Most Important	49 31.8	56 38.1	105 34.9
Third Most Important	61 39.6	52 35.4	113 37.5
Column Total	154 51.2	147 48.8	301 100.0

Chi Square = 1.32261 with 2 degrees of freedom, significance = 0.5162

Number of missing observations = 103

THE VOCATIONAL CAREER ORIENTATION TEACHER WANTED ME TO TAKE THE COURSE

Importance	Male	Female	Row Total
Most Important	40 26.8	34 24.8	74 25.9
Second Most Important	45 30.2	39 28.5	84 29.4
Third Most Important	64 43.0	64 46.7	128 44.8
Column Total	149 52.1	137 47.9	286 100.0

Chi Square = 0.41229 with 2 degrees of freedom, significance = 0.8137

Number of missing observations = 118

A TEACHER OTHER THAN THE VOCATIONAL CAREER ORIENTATION TEACHER RECOMMENDED THE COURSE TO ME

Importance	Male	Female	Row Total
Most Important	37 24.7	21 15.4	58 20.3
Second Most Important	32 21.3	33 24.3	65 22.7
Third Most Important	81 54.0	82 60.3	163 57.0
Column Total	150 52.4	136 47.6	286 100.0

Chi Square = 3.75901 with 2 degrees of freedom, significance = 0.1527

Number of missing observations = 118

I THOUGHT THE VOCATIONAL CAREER ORIENTATION COURSE WOULD BE EASY

Importance	Male	Female	Row Total
Most Important	40 26.5	46 30.3	86 28.4
Second Most Important	43 28.5	43 28.3	86 28.4
Third Most Important	68 45.0	63 41.4	131 43.2
Column Total	151 49.8	152 50.2	303 100.0

Chi Square = 0.60615 with 2 degrees of freedom, significance = 0.7385

Number of missing observations = 101

I HAD NO PARTICULAR REASON FOR TAKING THE COURSE

Importance	Male	Female	Row Total
Most Important	33 22.0	45 31.7	78 26.7
Second Most Important	36 24.0	29 20.4	65 22.3
Third Most Important	81 54.0	68 47.9	149 51.0
Column Total	150 51.4	142 48.6	292 100.0

Chi Square = 3.51769 with 2 degrees of freedom, significance = 0.1722

Number of missing observations = 112

OTHER REASONS

Importance	Male	Female	Row Total
Most Important	60 56.6	49 59.0	109 57.7
Second Most Important	15 1 .2	8 9.6	23 12.2
Third Most Important	31 29.2	26 31.3	57 30.2
Column Total	106 56.1	83 43.9	189 100.0

Chi Square = 0.89341 with 2 degrees of freedom, significance = 0.6397

Number of missing observations = 215

A-2

FROM WHAT YOU HEARD ABOUT THE VOCATIONAL CAREER ORIENTATION COURSE BEFORE YOU ENROLLED, WHAT DID YOU EXPECT THE COURSE TO BE?

Course	Male	Female	Row Total
Very good course	79 37.8	76 40.4	155 39.0
Good course	99 47.4	79 42.0	178 44.8
"So-So" course	29 13.9	32 17.0	61 15.4
Poor course	2 1.0	1 0.5	3 0.8
Column Total	209 52.6	188 47.4	397 100.0

Chi Square = 1.68000 with 3 degrees of freedom, significance = 0.6414

Number of missing observations = 7

A-3

HOW MUCH HELP DID YOU RECEIVE FROM YOUR COUNSELOR(S) BEFORE YOU ENROLLED IN VOCATIONAL CAREER ORIENTATION?

Help Received	Male	Female	Row Total
Received much help from counselor(s)	23 10.8	19 10.1	42 10.5
Received some help from counselor(s)	43 20.3	29 15.4	72 18.0
Received little help from counselor(s)	35 16.5	26 13.8	61 15.3
Received no help from counselor(s)	82 38.7	90 47.9	172 43.0
My school did not have a counselor	29 13.7	24 12.8	53 13.3
Column Total	212 53.0	188 47.0	400 100.0

Chi Square = 3.84869 with 4 degrees of freedom, significance = 0.4269

Number of missing observations = 4

A-2

FROM WHAT YOU HEARD ABOUT THE VOCATIONAL CAREER ORIENTATION COURSE BEFORE YOU ENROLLED, WHAT DID YOU EXPECT THE COURSE TO BE?

Course	Male	Female	Row Total
Very good course	79 37.8	76 40.4	155 39.0
Good course	99 47.4	79 42.0	178 44.8
"So-So" course	29 13.9	32 17.0	61 15.4
Poor course	2 1.0	1 0.5	3 0.8
Column Total	209 52.6	188 47.4	397 100.0

Chi Square = 1.68000 with 3 degrees of freedom, significance = 0.6414

Number of missing observations = 7

A-3

HOW MUCH HELP DID YOU RECEIVE FROM YOUR COUNSELOR(S) BEFORE YOU ENROLLED IN VOCATIONAL CAREER ORIENTATION?

Help Received	Male	Female	Row Total
Received much help from counselor(s)	23 10.8	19 10.1	42 10.5
Received some help from counselor(s)	43 20.3	29 15.4	72 18.0
Received little help from counselor(s)	35 16.5	26 13.8	61 15.3
Received no help from counselor(s)	82 38.7	90 47.9	172 43.0
My school did not have a counselor	29 13.7	24 12.8	53 13.3
Column Total	212 53.0	188 47.0	400 100.0

Chi Square = 3.84869 with 4 degrees of freedom, significance = 0.4269

Number of missing observations = 4

A-4

HOW MANY TIMES EACH SEMESTER DID YOU RECEIVE HELP FROM YOUR COUNSELOR IN A CLASS OR GROUP SESSION BEFORE YOU ENROLLED IN VOCATIONAL CAREER ORIENTATION?

First Semester	Male	Female	Row Total
Four times or more	11 5.3	11 5.9	22 5.6
Three times	10 4.8	7 3.7	17 4.3
Two times	24 11.5	19 10.2	43 10.9
One time	40 19.2	37 19.8	77 19.5
Counselor did not help	95 45.7	89 47.6	184 46.6
School had no counselor	28 13.5	24 12.8	52 13.2
Column Total	208 52.7	187 47.3	395 100.0

Chi Square = 0.61632 with 5 degrees of freedom, significance = 0.9872

Number of missing observations = 9

A-4

HOW MANY TIMES EACH SEMESTER DID YOU RECEIVE HELP FROM YOUR COUNSELOR IN A CLASS OR GROUP SESSION BEFORE YOU ENROLLED IN VOCATIONAL CAREER ORIENTATION?

Second Semester	Male	Female	Row Total
Four times or more	11 5.5	12 6.5	23 6.0
Three times	12 6.0	5 2.7	17 4.4
Two times	17 8.5	12 6.5	29 7.5
One time	34 16.9	40 21.6	74 19.2
Counselor did not help	98 48.8	93 50.3	191 49.5
School had no counselor	29 14.4	23 12.4	52 13.5
Column Total	201 52.1	185 47.9	386 100.0

Chi Square = 4.44200 with 5 degrees of freedom, significance = 0.4877

Number of missing observations = 18

A-5

HOW MANY TIMES EACH SEMESTER DID YOU RECEIVE HELP FROM YOUR COUNSELOR INDIVIDUALLY OR PERSONALLY BEFORE YOU ENROLLED IN VOCATIONAL CAREER ORIENTATION?

First Semester	Male	Female	Row Total
Four times or more	7	9	16
	3.4	4.8	4.1
Three times	15	3	18
	7.3	1.6	4.6
Two times	18	17	35
	8.7	9.0	8.9
One time	32	32	64
	15.5	17.0	16.2
Counselor did not help	107	102	209
	51.9	54.3	53.0
School had no counselor	27	25	52
	13.1	13.3	13.2
Column Total	206	188	394
	52.3	47.7	100.0

Chi Square = 7.66878 with 5 degrees of freedom, significance = 0.1755

Number of missing observations = 10

A-5

HOW MANY TIMES EACH SEMESTER DID YOU RECEIVE HELP FROM YOUR COUNSELOR INDIVIDUALLY OR PERSONALLY BEFORE YOU ENROLLED IN VOCATIONAL CAREER ORIENTATION?

Second Semester	Male	Female	Row Total
Four times or more	11	9	20
	5.5	4.8	5.2
Three times	5	4	9
	2.5	2.2	2.3
Two times	23	6	29
	11.5	3.2	7.5
One time	29	35	64
	14.5	18.8	16.6
Counselor did not help	104	108	212
	52.0	58.1	54.9
School had no counselor	28	24	52
	14.0	12.9	13.5
Column Total	211	189	400
	52.8	47.3	100.0

Chi Square = 1.01258 with 4 degrees of freedom, significance = 0.9079

Number of missing observations = 4

B. DURING ENROLLMENT IN VOCATIONAL CAREER ORIENTATION

To answer the questions in this section, you need to think back to the time DURING YOUR ENROLLMENT IN VOCATIONAL CAREER ORIENTATION. Read each question and the directions for that question, and then give your answers.

B-1 HOW WOULD YOU COMPARE THE QUALITY OF VOCATIONAL CAREER ORIENTATION WITH OTHER COURSES YOU HAD WHILE YOU WERE ENROLLED IN VOCATIONAL CAREER ORIENTATION? Directions: Circle only one.

Comparison	Male	Female	Row Total
Much better	78	71	149
	37.0	37.6	37.3
Some better	65	56	121
	30.8	29.6	30.3
About the same	59	54	113
	28.0	28.6	28.3
Some worse	8	8	16
	3.8	4.2	4.0
Much worse	1	0	1
	0.5	0.0	0.3
Column Total	211	189	400
	52.8	47.3	100.0

Chi Square = 1.01258 with 4 degrees of freedom, significance = 0.9079

Number of missing observations = 4

B-2

HOW MUCH HELP DID YOU RECEIVE FROM COUNSELORS DURING YOUR ENROLLMENT IN VOCATIONAL CAREER ORIENTATION?

Help Received	Male	Female	Row Total
Received much help	23	18	41
	10.8	9.5	10.2
Received some help	40	36	76
	18.9	18.9	18.9
Received little help	34	27	61
	16.0	14.2	15.2
Received no help at all	57	56	113
	26.9	29.5	28.1
School had no counselor	30	26	56
	14.2	13.7	13.9
No help desired	28	27	55
	13.2	14.2	13.7
Column Total	212	190	402
	52.7	47.3	100.0

Chi Square = 0.73453 with 5 degrees of freedom, significance = 0.9810

Number of missing observations = 2

B-3

HOW MUCH INDIVIDUAL HELP DID YOU RECEIVE FROM YOUR VOCATIONAL CAREER ORIENTATION TEACHER OUTSIDE THE CLASSROOM?

Help Received	Male	Female	Row Total
Received much help	25 11.8	26 13.8	51 12.7
Received some help	48 22.6	37 19.6	85 21.2
Received little help	29 13.7	22 11.6	51 12.7
Received no help at all	69 32.5	55 29.1	124 30.9
No help desired	41 19.3	49 25.9	90 22.4
Column Total	212 52.9	189 47.1	401 100.0

Chi Square = 3.38762 with 4 degrees of freedom, significance = 0.4952

Number of missing observations = 3

B-4

HOW MANY TIMES DURING EACH SEMESTER DID YOU RECEIVE HELP FROM YOUR COUNSELOR IN A CLASS OR GROUP SESSION DURING YOUR ENROLLMENT IN VOCATIONAL CAREER ORIENTATION?

First Semester	Male	Female	Row Total
Four times or more	16 7.8	13 6.9	29 7.4
Three times	15 7.3	7 3.7	22 5.6
Two times	20 9.8	24 12.8	44 11.2
One time	30 14.6	27 14.4	57 14.5
No help desired	97 47.3	94 50.0	191 48.6
School had no counselor	27 13.2	23 12.2	50 12.7
Column Total	205 52.2	188 47.8	393 100.0

Chi Square = 3.37904 with 5 degrees of freedom, significance = 0.6418

Number of missing observations = 11

B-4

HOW MANY TIMES DURING EACH SEMESTER DID YOU RECEIVE HELP FROM YOUR COUNSELOR IN A CLASS OR GROUP SESSION DURING YOUR ENROLLMENT IN VOCATIONAL CAREER ORIENTATION?

Second Semester	Male	Female	Row Total
Four times or more	15 7.5	17 9.2	32 8.3
Three times	 4.0	10 5.4	18 4.7
Two times	23 11.4	15 8.1	38 9.8
One time	34 16.9	29 15.7	63 16.3
No help desired	93 46.3	92 49.7	185 47.9
School had no counselor	28 13.9	22 11.9	50 13.0
Column Total	201 52.1	185 47.9	386 100.0

Chi Square = 2.49474 with 5 degrees of freedom, significance = 0.7773

Number of missing observations = 18

B-5

HOW MANY TIMES EACH SEMESTER DID YOU RECEIVE HELP FROM YOUR COUNSELOR INDIVIDUALLY OR PERSONALLY WHILE YOU WERE ENROLLED IN VOCATIONAL CAREER ORIENTATION?

First Semester	Male	Female	Row Total
Four times or more	17 8.3	10 5.4	27 6.9
Three times	20 9.7	17 9.1	37 9.4
Two times	16 7.8	17 9.1	33 8.4
One time	30 14.6	22 11.8	52 13.3
No help desired	96 46.6	97 52.2	193 49.2
School had no counselor	27 13.1	23 12.4	50 12.8
Column Total	206 52.6	186 47.4	392 100.0

Chi Square = 2.63075 with 5 degrees of freedom, significance = 0.7567

Number of missing observations = 12

B-5

HOW MANY TIMES EACH SEMESTER DID YOU RECEIVE HELP FROM YOUR COUNSELOR INDIVIDUALLY OR PERSONALLY WHILE YOU WERE ENROLLED IN VOCATIONAL CAREER ORIENTATION?

Second Semester	Male	Female	Row Total
Four times or more	16	14	30
	7.9	7.7	7.8
Three times	18	10	28
	8.9	5.5	7.3
Two times	13	12	25
	6.4	6.6	6.5
One time	36	24	60
	17.8	13.1	15.6
No help desired	91	101	192
	45.0	55.2	49.9
School had no counselor	28	22	50
	13.9	12.0	13.0
Column Total	202	183	385
	52.5	47.5	100.0

Chi Square = 5.17482 with 5 degrees of freedom, significance = 0.3949

Number of missing observations = 19

B-6

HOW OFTEN DID THE VOCATIONAL CAREER ORIENTATION TEACHER ENCOURAGE YOUR CLASS OR YOU INDIVIDUALLY TO GET ASSISTANCE FROM YOUR COUNSELOR?

Assistance	Male	Female	Row Total
Never	75	72	147
	35.9	38.3	37.0
Seldom	69	55	124
	33.0	29.3	31.2
Frequently	37	38	75
	17.7	20.2	18.9
School had no counselor	28	23	51
	13.4	12.2	12.8
Column Total	209	188	397
	52.6	47.4	100.0

Chi Square = 1.03747 with 3 degrees of freedom, significance = 0.7922

Number of missing observations = 7

B-7

IF YOU APPROACHED THE COUNSELOR, WAS YOUR PROBLEM WORKED OUT TO YOUR UNDERSTANDING?

Counselor Understanding	Male	Female	Row Total
The counselor's alternatives to the problem were above my capability	4	2	6
	2.1	1.1	1.7
His/her communication was above my understanding	6	4	10
	3.2	2.3	2.8
Counselor was too busy	2	3	5
	1.1	1.7	1.4
Did not like counselor's answer	9	5	14
	4.8	2.9	3.9
Counselor did not seem to understand my problem	11	7	18
	5.8	4.0	5.0
Did not approach the counselor	97	94	191
	51.3	54.0	52.6
Counselor was interested and the problem was solved	60	59	119
	31.7	33.9	32.8
Column Total	189	174	363
	52.1	47.9	100.0

Chi Square = 2.73878 with 6 degrees of freedom, significance = 0.8408

Number of missing observations = 41

B-8

HOW MANY TIMES WERE YOUR PARENTS INVITED TO ATTEND A MEETING BETWEEN THE COUNSELOR AND YOU?

Number of times	Male	Female	Row Total
Three times	3	2	5
	1.5	1.1	1.3
Two times	8	6	14
	3.9	3.2	3.6
One time	20	13	33
	9.9	7.0	8.5
Never	167	159	326
	82.3	85.5	83.8
Every time	5	6	11
	2.5	3.2	2.8
Column Total	203	186	389
	52.2	47.8	100.0

Chi Square = 1.51776 with 4 degrees of freedom, significance = 0.8235

Number of missing observations = 15

B-9

IF YOU NEVER APPROACHED THE COUNSELOR WITH A PROBLEM, WHAT WAS THE REASON?

Reason	Male	Female	Row Total
Problem was solved at home	15	19	34
	8.0	11.4	9.6
Problem was solved by the help of the teacher	37	22	59
	19.8	13.3	16.7
Student worked out own solution to the problem	57	52	109
	30.5	31.3	30.9
Other friends	13	11	24
	7.0	6.6	6.8
Church career program	0	3	3
	0.0	1.8	0.8
Did not feel that the counselor would understand the problem	5	3	8
	2.7	1.8	2.3
Does not apply	43	36	79
	23.0	21.7	22.4
Other	17	20	37
	9.1	12.0	10.5
Column Total	187	166	353
	53.0	47.0	100.0

Chi Square = 7.82206 with 7 degrees of freedom, significance = 0.3485

Number of missing observations = 51

C-1

C. SINCE COMPLETING VOCATIONAL CAREER ORIENTATION

To answer questions in this section, you need to think back from the time when you COMPLETED VOCATIONAL CAREER ORIENTATION. Read each question and the directions for that question, and then give your answer.

LOOKING BACK, WOULD YOU TAKE VOCATIONAL CAREER ORIENTATION IF YOU HAD IT TO DO OVER?

	Male	Female	Row Total
Definitely would	115 55.0	95 50.0	210 52.6
Probably would	63 30.1	66 34.7	129 32.3
Undecided	18 8.6	19 10.0	37 9.3
Probably would not	9 4.3	7 3.7	16 4.0
Definitely would not	4 1.9	3 1.6	7 1.8
Column Total	209 52.4	190 47.6	399 100.0

Chi Square = 1.49304 with 4 degrees of freedom, significance = 0.8279

Number of missing observations = 5

C-2

HOW MUCH HELP DID YOU RECEIVE FROM YOUR COUNSELOR(S) SINCE YOU HAVE COMPLETED VOCATIONAL CAREER ORIENTATION IN PLANNING YOUR HIGH SCHOOL PROGRAM OF WORK?

Help Received	Male	Female	Row Total
Received much help from counselor(s)	22 10.5	31 16.5	53 13.4
Received some help from counselor(s)	50 23.9	43 22.9	93 23.4
Received little help from counselor(s)	17 8.1	24 12.8	41 10.3
No help at all from counselor(s)	54 25.8	45 23.9	99 24.9
School had no counselor	24 11.5	16 8.5	40 10.1
No help desired	42 20.1	29 15.4	71 17.9
Column Total	209 52.6	188 47.4	397 100.0

Chi Square = 6.95741 with 5 degrees of freedom, significance = 0.2238

Number of missing observations = 7

C-3

HOW MANY TIMES HAVE YOU RECEIVED HELP FROM YOUR COUNSELOR(S) IN A CLASS OR GROUP SESSION SINCE YOU COMPLETED VOCATIONAL CAREER ORIENTATION?

Number of times	Male	Female	Row Total
Four times or more	18	14	32
	8.7	7.6	8.2
Three times	10	11	21
	4.8	5.9	5.4
Two times	17	26	43
	8.2	14.1	11.0
One time	44	38	82
	21.3	20.5	20.9
No help desired	90	79	169
	43.5	42.7	43.1
School had no counselor	28	17	45
	13.5	9.2	11.5
Column Total	207	185	392
	52.8	47.2	100.0

Chi Square = 5.05646 with 5 degrees of freedom, significance = 0.4090

Number of missing observations = 12

C-4

HOW MANY TIMES HAVE YOU RECEIVED HELP FROM YOUR COUNSELOR(S) IN AN INDIVIDUAL OR PERSONAL CONFERENCE SINCE YOU COMPLETED VOCATIONAL CAREER ORIENTATION?

Number of times	Male	Female	Row Total
Four times or more	15	16	31
	7.3	8.6	7.9
Three times	19	15	34
	9.3	8.1	8.7
Two times	25	19	44
	12.2	10.3	11.3
One time	42	44	86
	20.5	23.8	22.1
No help desired	77	74	151
	37.6	40.0	38.7
School had no counselor	27	17	44
	13.2	9.2	11.3
Column Total	205	185	390
	52.6	47.4	100.0

Chi Square = 2.68128 with 5 degrees of freedom, significance = 0.7490

Number of missing observations = 14

C-5

AS A STUDENT OF VOCATIONAL CAREER ORIENTATION, WHAT TYPE OF GUIDANCE AND COUNSELING DID YOU CONSIDER TO BE THE MOST USEFUL?

Type of Guidance	Male	Female	Row Total
Group	63 32.6	64 36.4	127 34.4
Individual	130 67.4	112 63.6	242 65.6
Column Total	193 52.3	176 47.7	369 100.0

Corrected Chi Square = 0.41189 with 1 degree of freedom, significance = 0.5210

Raw Chi Square = 0.56472 with 1 degree of freedom, significance = 0.4524

Number of missing observations = 35

C-6

CIRCLE THE REASONS YOU DID NOT RECEIVE COUNSELING PERTAINING TO YOUR VOCATIONAL CAREER CHOICE

Reason	Male	Female	Row Total
My school did not have a counselor	30 16.3	21 12.4	51 14.4
Too many students in the school	10 5.4	5 3.0	15 4.2
My schedule would not permit time for counseling	17 9.2	23 13.6	40 11.3
Counselor's time was taken up in other activities besides counseling.	7 3.8	4 2.4	11 3.1
I was not aware of the counseling service	14 7.6	21 12.4	35 9.9
I did not desire the service	89 48.4	72 42.6	161 45.6
Other	17 9.2	23 13.6	40 11.3
Column Total	184 52.1	169 47.9	353 100.0

Chi Square = 8.44597 with 6 degrees of freedom, significance = 0.2072

Number of missing observations = 51

C-7

LOOKING BACK ON YOUR TRAINING AND YOUR EXPERIENCES AS A WORKER, CIRCLE THE THINGS YOU THINK YOUR TRAINING SHOULD HAVE HAD.

MORE EMPHASIS ON CAREER AWARENESS

	Male	Female	Row Total
Yes	54	56	110
	25.4	29.6	27.4
No	159	133	292
	74.6	70.4	72.6
Column Total	213	189	402
	53.0	47.0	100.0

Corrected Chi Square = 0.71923 with 1 degree of freedom, significance = 0.3964

Raw Chi Square = 0.92188 with 1 degree of freedom, significance = 0.3370

Number of missing observations = 2

MORE EMPHASIS ON THE DEVELOPMENT OF SKILLS

	Male	Female	Row Total
Yes	86	54	140
	40.4	28.6	34.8
No	127	135	262
	59.6	71.4	65.2
Column Total	213	189	402
	53.0	47.0	100.0

Corrected Chi Square = 5.63857 with 1 degree of freedom, significance = 0.0176

Raw Chi Square = 6.14764 with 1 degree of freedom, significance = 0.0132

Number of missing observations = 2

MORE EMPHASIS ON RELATED TECHNICAL INSTRUCTION

	Male	Female	Row Total
Yes	41	24	65
	19.2	12.7	16.2
No	172	165	337
	80.8	87.3	83.8
Column Total	213	189	402
	53.0	47.0	100.0

Corrected Chi Square = 2.70518 with 1 degree of freedom, significance = 0.1000

Raw Chi Square = 3.17002 with 1 degree of freedom, significance = 0.0750

Number of missing observations = 2

MORE EMPHASIS ON VOCATIONAL GUIDANCE

	Male	Female	Row Total
Yes	25 11.7	22 11.6	47 11.7
No	188 88.3	167 88.4	355 88.3
Column Total	213 53.0	189 47.0	402 100.0

Corrected Chi Square = 0.00000 with 1 degree of freedom, significance = 1.0000

Raw Chi Square = 0.00091 with 1 degree of freedom, significance = 0.9759

Number of missing observations = 2

MORE EMPHASIS ON LEADERSHIP DEVELOPMENT

	Male	Female	Row Total
Yes	33 15.5	35 18.5	68 16.9
No	180 84.5	154 81.5	334 83.1
Column Total	213 53.0	189 47.0	402 100.0

Corrected Chi Square = 0.45475 with 1 degree of freedom, significance = 0.5001

Raw Chi Square = 0.65226 with 1 degree of freedom, significance = 0.4193

Number of missing observations = 2

OTHER

	Male	Female	Row Total
Yes	13 6.1	16 8.5	29 7.2
No	200 93.9	173 91.5	373 92.8
Column Total	213 53.0	189 47.0	402 100.0

Corrected Chi Square = 0.51928 with 1 degree of freedom, significance = 0.4711

Raw Chi Square = 0.83491 with 1 degree of freedom, significance = 0.3609

Number of missing observations = 2

C-10

IF YOU COULD DO IT OVER AGAIN, WOULD YOU CHOOSE THE SAME OCCUPATION OR TRADE?

Same Occupation or Trade	Male	Female	Row Total
Yes	89 44.9	54 34.4	143 40.3
No	18 9.1	19 12.1	37 10.4
Undecided	91 46.0	84 53.5	175 49.3
Column Total	198 55.8	157 44.2	355 100.0

Chi Square = 4.19419 with 2 degrees of freedom, significance = 0.1228

Number of missing observations = 49

C-11

THINK BACK ON YOUR VOCATIONAL CAREER ORIENTATION TRAINING, DID THE EXPERIENCES YOU GAINED HELP YOU TO MAKE A WISE OCCUPATIONAL CHOICE?

	Male	Female	Row Total
Yes	109 57.4	88 55.3	197 56.4
No	17 8.9	13 8.2	30 8.6
Undecided	64 33.7	58 36.5	122 35.0
Column Total	190 54.4	159 45.6	349 100.0

Chi Square = 0.31590 with 2 degrees of freedom, significance = 0.8539

Number of missing observations = 55

C-8

LOOKING BACK ON YOUR VOCATIONAL CAREER ORIENTATION TRAINING, WHAT PART HAS BEEN MOST USEFUL IN YOUR PRESENT OCCUPATION?

Most Useful	Male	Female	Row Total
Classroom Work	27 14.0	66 42.3	93 26.6
Hands-On Activities	42 21.8	34 21.8	76 21.8
Laboratory & Visual Training	15 7.8	12 7.7	27 7.7
Shop Work	90 46.6	13 8.3	103 29.5
Other	19 9.8	31 19.9	50 14.3
Column Total	193 55.3	156 44.7	349 100.0

Chi Square = 74.89251 with 4 degrees of freedom, significance = 0.0000

Number of missing observations = 55

C-9

LOOKING BACK ON YOUR VOCATIONAL CAREER ORIENTATION TRAINING, WHAT PART HAS BEEN LEAST USEFUL IN YOUR PRESENT OCCUPATION?

Least Useful	Male	Female	Row Total
Classroom Work	74 39.6	30 20.4	104 31.1
Hands-On Activities	24 12.8	19 12.9	43 12.9
Laboratory & Visual Training	48 25.7	32 21.8	80 24.0
Shop Work	21 11.2	39 26.5	60 18.0
Other	20 10.7	27 18.4	47 14.1
Column Total	187 56.0	147 44.0	334 100.0

Chi Square = 24.39886 with 4 degrees of freedom, significance = 0.0001

Number of missing observations = 70

TRADES AND INDUSTRIES

	Male	Female	Row Total
Yes	50	18	68
	23.5	9.5	16.9
No	163	172	335
	76.5	90.5	83.1
Column Total	213	190	403
	52.9	47.1	100.0

Corrected Chi Square = 13.05326 with 1 degree of freedom, significance = 0.0003

Raw Chi Square = 14.03367 with 1 degree of freedom, significance = 0.0002

Number of missing observations = 1

GENERAL COOPERATIVE PROGRAMS

	Male	Female	Row Total
Yes	21	19	40
	9.9	10.0	9.9
No	192	171	363
	90.1	90.0	90.1
Column Total	213	190	403
	52.9	47.1	100.0

Corrected Chi Square = 0.00000 with 1 degree of freedom, significance = 1.0000

Raw Chi Square = 0.00223 with 1 degree of freedom, significance = 0.9624

Number of missing observations = 1

INDUSTRIAL ARTS

	Male	Female	Row Total
Yes	41	38	79
	19.2	20.0	19.6
No	172	152	324
	80.8	80.0	80.4
Column Total	213	190	403
	52.9	47.1	100.0

Corrected Chi Square = 0.00409 with 1 degree of freedom, significance = 0.9490

Raw Chi Square = 0.03595 with 1 degree of freedom, significance = 0.8496

Number of missing observations = 1

C-12

LOOKING BACK ON YOUR TRAINING IN SCHOOL, CIRCLE THE VOCATIONAL PROGRAMS YOU HAVE COMPLETED

NONE

	Male	Female	Row Total
Yes	34	43	77
	16.0	22.6	19.1
No	179	147	326
	84.0	77.4	80.9
Column Total	213	190	403
	52.9	47.1	100.0

Corrected Chi Square = 2.47443 with 1 degree of freedom, significance = 0.1157

Raw Chi Square = 2.88981 with 1 degree of freedom, significance = 0.0891

Number of missing observations = 1

VOCATIONAL AGRICULTURE

	Male	Female	Row Total
Yes	93	29	122
	43.7	15.3	30.3
No	120	161	281
	56.3	84.7	69.7
Column Total	213	190	403
	52.9	47.1	100.0

Corrected Chi Square = 37.03471 with 1 degree of freedom, significance = 0.0000

Raw Chi Square = 38.36830 with 1 degree of freedom, significance = 0.0000

Number of missing observations = 1

VOCATIONAL BUSINESS

	Male	Female	Row Total
Yes	45	63	108
	21.1	33.2	26.8
No	168	127	295
	78.9	66.8	73.2
Column Total	213	190	403
	52.9	47.1	100.0

Corrected Chi Square = 6.80918 with 1 degree of freedom, significance = 0.0091

Raw Chi Square = 7.40979 with 1 degree of freedom, significance = 0.0065

Number of missing observations = 1

OTHER PROGRAMS

	Male	Female	Row Total
Yes	53	72	125
	24.9	37.9	31.0
No	160	118	278
	75.1	62.1	69.0
Column Total	213	190	403
	52.9	47.1	100.0

Corrected Chi Square = 7.35005 with 1 degree of freedom, significance = 0.0067

Raw Chi Square = 7.94655 with 1 degree of freedom, significance = 0.0048

Number of missing observations = 1

C-13

SINCE ENTERING AN OCCUPATION OF YOUR CHOICE, CIRCLE THE BENEFITS THAT YOU HAVE RECEIVED FROM VOCATIONAL CAREER ORIENTATION GUIDANCE.

CAREER PLANNING AND DECISION MAKING

	Male	Female	Row Total
Yes	81	75	156
	38.0	39.7	38.8
No	132	114	246
	62.0	60.3	61.2
Column Total	213	189	402
	53.0	47.0	100.0

Corrected Chi Square = 0.05626 with 1 degree of freedom, significance = 0.8125

Raw Chi Square = 0.11542 with 1 degree of freedom, significance = 0.7341

Number of missing observations = 2

CAREER INFORMATION

	Male	Female	Row Total
Yes	60	64	124
	28.2	33.9	30.8
No	153	125	278
	71.8	66.1	69.2
Column Total	213	189	402
	53.0	47.0	100.0

Corrected Chi Square = 1.26656 with 1 degree of freedom, significance = 0.2604

Raw Chi Square = 1.52176 with 1 degree of freedom, significance = 0.2174

Number of missing observations = 2

FINDING AND KEEPING A JOB

	Male	Female	Row Total
Yes	94	55	149
	44.1	29.1	37.1
No	119	134	253
	55.9	70.9	62.9
Column Total	213	189	402
	53.0	47.0	100.0

Corrected Chi Square = 9.06545 with 1 degree of freedom, significance = 0.0026

Raw Chi Square = 9.69912 with 1 degree of freedom, significance = 0.0018

Number of missing observations = 2

ATTITUDES AND APPRECIATION FOR CAREER SUCCESS

	Male	Female	Row Total
Yes	68	56	124
	31.9	29.6	30.8
No	145	133	278
	68.1	70.4	69.2
Column Total	213	189	402
	53.0	47.0	100.0

Corrected Chi Square = 0.15142 with 1 degree of freedom, significance = 0.6972

Raw Chi Square = 0.24732 with 1 degree of freedom, significance = 0.6190

Number of missing observations = 2

GETTING ALONG WITH OTHERS

	Male	Female	Row Total
Yes	99	78	177
	46.5	41.3	44.0
No	114	111	225
	53.5	58.7	56.0
Column Total	213	189	402
	53.0	47.0	100.0

Corrected Chi Square = 0.90138 with 1 degree of freedom, significance = 0.3424

Raw Chi Square = 1.10262 with 1 degree of freedom, significance = 0.2937

Number of missing observations = 2

UNDERSTANDING SELF, STRENGTHS AND WEAKNESSES

	Male	Female	Row Total
Yes	74 34.7	61 32.3	135 33.6
No	139 65.3	128 67.7	267 66.4
Column Total	213 53.0	189 47.0	402 100.0

Corrected Chi Square = 0.17378 with 1 degree of freedom, significance = 0.6768

Raw Chi Square = 0.27317 with 1 degree of freedom, significance = 0.6012

Number of missing observations = 2

RESPONSIBILITY TO SELF AND OTHERS

	Male	Female	Row Total
Yes	92 43.2	64 33.9	156 38.8
No	121 56.8	125 66.1	246 61.2
Column Total	213 53.0	189 47.0	402 100.0

Corrected Chi Square = 3.28855 with 1 degree of freedom, significance = 0.0698

Raw Chi Square = 3.67093 with 1 degree of freedom, dignificance = 0.0554

Number of missing observations = 2

ECONOMIC FACTORS

	Male	Female	Row Total
Yes	41 19.2	28 14.8	69 17.2
No	172 80.8	161 85.2	333 82.8
Column Total	213 53.0	189 47.0	402 100.0

Corrected Chi Square = 1.09044 with 1 degree of freedom, significance = 0.2964

Raw Chi Square = 1.38474 with 1 degree of freedom, significance = 0.2393

Number of missing observations = 2

LOOKING BACK ON YOUR VOCATIONAL CAREER ORIENTATION TRAINING, WHAT SUBGOALS DO YOU FEEL WERE THE MOST SIGNIFICANT IN YOUR TRAINING?

Goal Setting

Significance	Male	Female	Row Total
Most Significant	89	89	178
	52.7	57.4	54.9
Significant	62	48	110
	36.7	34.0	34.0
Insignificant	18	18	36
	10.7	11.6	11.1
Column Total	169	155	324
	52.2	47.8	100.0

Chi Square = 1.17908 with 2 degrees of freedom, significance = 0.5546

Number of missing observations = 80

LIFESTYLE

Significance	Male	Female	Row Total
Most Significant	55	58	113
	34.8	38.9	36.8
Significant	77	80	157
	48.7	53.7	51.1
Insignificant	26	11	37
	16.5	7.4	12.1
Column Total	158	149	307
	51.5	48.5	100.0

Chi Square = 5.95933 with 2 degrees of freedom, significance = 0.0508

Number of missing observations = 97

DECISION MAKING

Significance	Male	Female	Row Total
Most Significant	90	114	204
	53.9	72.6	63.0
Significant	63	34	97
	37.7	21.7	29.9
Insignificant	14	9	23
	8.4	5.7	7.1
Column Total	167	157	324
	51.5	48.5	100.0

Chi Square = 12.28365 with 2 degrees of freedom, significance = 0.0022

Number of missing observations = 80

EDUCATION AND CAREER OPPORTUNITIES

	Male	Female	Row Total
Yes	57	55	112
	26.8	29.1	27.9
No	156	134	290
	73.2	70.9	72.1
Column Total	213	189	402
	53.0	47.0	100.0

Corrected Chi Square = 0.16881 with 1 degree of freedom, significance = 0.6812

Raw Chi Square = 0.27282 with 1 degree of freedom, significance = 0.6014

Number of missing observations = 2

NEED FOR ACADEMIC SKILLS

	Male	Female	Row Total
Yes	51	38	89
	23.9	20.1	22.1
No	162	151	313
	76.1	79.9	77.9
Column Total	213	189	402
	53.0	47.0	100.0

Corrected Chi Square = 0.64751 with 1 degree of freedom, significance = 0.4210

Raw Chi Square = 0.85567 with 1 degree of freedom, significance = 0.3550

Number of missing observations = 2

OTHER

	Male	Female	Row Total
Yes	20	18	38
	9.4	9.5	9.5
No	193	171	364
	90.6	90.5	90.5
Column Total	213	189	402
	53.0	47.0	100.0

Corrected Chi Square = 0.00000 with 1 degree of freedom, significance = 1.0000

Raw Chi Square = 0.00211 with 1 degree of freedom, significance = 0.9634

Number of missing observations = 2

OCCUPATIONAL SUPPLY AND DEMAND

Significance	Male	Female	Row Total
Most Significant	38 23.8	32 22.5	70 23.2
Significant	77 48.1	71 50.0	148 49.0
Insignificant	45 28.1	39 27.5	84 27.8
Column Total	160 53.0	142 47.0	302 100.0

Chi Square = 0.11366 with 2 degrees of freedom, significance = 0.9448

Number of missing observations = 102

CAREER INFORMATION

Significance	Male	Female	Row Total
Most Significant	61 37.4	80 51.0	141 44.1
Significant	81 49.7	63 40.1	144 45.0
Insignificant	21 12.9	14 8.9	35 10.9
Column Total	163 50.9	157 49.1	320 100.0

Chi Square = 6.09993 with 2 degrees of freedom, significance = 0.0474

Number of missing observations = 84

JOB CHARACTERISTICS

Significance	Male	Female	Row Total
Most Significant	59 37.1	62 42.2	121 39.5
Significant	75 47.2	66 44.9	141 46.1
Insignificant	25 15.7	19 12.9	44 14.4
Column Total	159 52.0	147 48.0	306 100.0

Chi Square = 0.99798 with 2 degrees of freedom, significance = 0.6071

Number of missing observations = 98

NEEDS AND INTERESTS

Significance	Male	Female	Row Total
Most Significant	62	61	123
	39.0	41.5	40.2
Significant	73	71	144
	45.9	48.3	47.1
Insignificant	24	15	39
	15.1	10.2	12.7
Column Total	159	147	306
	52.0	48.0	100.0

Chi Square = 1.64477 with 2 degrees of freedom, significance = 0.4394

Number of missing observations = 98

JOB INTERVIEW SKILLS

Significance	Male	Female	Row Total
Most Significant	77	76	153
	47.0	50.3	48.6
Significant	52	51	103
	31.7	33.8	32.7
Insignificant	35	24	59
	21.3	15.9	18.7
Column Total	164	151	315
	52.1	47.9	100.0

Chi Square = 1.53320 with 2 degrees of freedom, significance = 0.4646

Number of missing observations = 89

JOB RETENTION SKILLS

Significance	Male	Female	Row Total
Most Significant	39	27	66
	24.7	19.4	22.2
Significant	76	70	146
	48.1	50.4	49.2
Insignificant	43	42	85
	27.2	30.2	28.6
Column Total	158	139	297
	53.2	46.8	100.0

Chi Square = 1.22970 with 2 degrees of freedom, significance = 0.5407

Number of missing observations = 107

HUMAN RELATIONSHIPS

Significance	Male	Female	Row Total
Most Significant	66 40.7	81 52.6	147 46.5
Significant	81 50.0	63 40.9	144 45.6
Insignificant	15 9.3	10 6.5	25 7.9
Column Total	162 51.3	154 48.7	316 100.0

Chi Square = 4.58102 with 2 degrees of freedom, significance = 0.1012

Number of missing observations = 88

GROUP DYNAMICS SKILLS

Significance	Male	Female	Row Total
Most Significant	28 17.9	23 16.2	51 17.1
Significant	68 43.6	80 56.3	148 49.7
Insignificant	60 38.5	39 27.5	99 33.2
Column Total	156 52.3	142 47.7	298 100.0

Chi Square = 5.27163 with 2 degrees of freedom, significance = 0.0717

Number of missing observations = 106

PROBLEM SOLVING

Significance	Male	Female	Row Total
Most Significant	71 44.4	72 47.7	143 46.0
Significant	72 45.0	62 41.1	134 43.1
Insignificant	17 10.6	17 11.3	34 10.9
Column Total	160 51.4	151 48.6	311 100.0

Chi Square = 0.49322 with 2 degrees of freedom, significance = 0.7814

Number of missing observations = 93

WORK ATTITUDES

Significance	Male	Female	Row Total
Most Significant	116 70.3	112 72.7	228 71.5
Significant	41 24.8	32 20.8	73 22.9
Insignificant	8 4.8	10 6.5	18 5.6
Column Total	165 51.7	154 48.3	319 100.0

Chi Square = 1.02389 with 2 degrees of freedom, significance = 0.5993

Number of missing observations = 85

APPRECIATION FOR QUALITY WORK

Significance	Male	Female	Row Total
Most Significant	106 65.0	77 52.0	183 58.8
Significant	49 30.1	53 35.8	102 32.8
Insignificant	8 4.9	18 12.2	26 8.4
Column Total	163 52.4	148 47.6	311 100.0

Chi Square = 7.89353 with 2 degrees of freedom, significance = 0.0193

Number of missing observations = 93

INTERPERSONAL RELATIONSHIPS

Significance	Male	Female	Row Total
Most Significant	50 31.8	38 26.2	88 29.1
Significant	74 47.1	76 52.4	150 49.7
Insignificant	53 21.0	31 21.4	64 21.2
Column Total	157 52.0	145 48.0	302 100.0

Chi Square = 1.25068 with 2 degrees of freedom, significance = 0.5351

Number of missing observations = 102

USE OF MONEY AND RESOURCE

Significance	Male	Female	Row Total
Most Significant	81 48.2	88 56.4	169 52.2
Significant	60 35.7	49 31.4	109 33.6
Insignificant	27 16.1	19 12.2	46 14.2
Column Total	168 51.9	156 48.1	324 100.0

Chi Square = 2.35012 with 2 degrees of freedom, significance = 0.3088

Number of missing observations = 80

SUPPLY AND DEMAND

Significance	Male	Female	Row Total
Most Significant	53 33.8	41 28.3	94 31.1
Significant	73 46.5	80 55.2	153 50.7
Insignificant	31 19.7	24 16.6	55 18.2
Column Total	157 52.0	145 48.0	302 100.0

Chi Square = 2.26985 with 2 degrees of freedom, significance = 0.3214

Number of missing observations = 102

EDUCATION AND CAREERS

Significance	Male	Female	Row Total
Most Significant	95 57.2	103 66.5	198 61.7
Significant	60 36.1	46 29.7	106 33.0
Insignificant	11 6.6	6 3.9	17 5.3
Column Total	166 51.7	155 48.3	321 100.0

Chi Square = 3.26977 with 2 degrees of freedom, significance = 0.1950

Number of missing observations = 83

POLITICAL AND SOCIAL ATTITUDES

Significance	Male	Female	Row Total
Most Significant	29 18.5	35 24.0	64 21.1
Significant	71 45.2	66 45.2	137 45.2
Insignificant	57 36.3	45 30.8	102 33.7
Column Total	157 51.8	146 48.2	303 100.0

Chi Square = 1.75973 with 2 degrees of freedom, significance = 0.4148

Number of missing observations = 101

EFFECTS OF TECHNOLOGY

Significance	Male	Female	Row Total
Most Significant	33 20.9	14 9.8	47 15.6
Significant	77 48.7	64 44.8	141 46.8
Insignificant	48 30.4	65 45.5	113 37.5
Column Total	158 52.5	143 47.5	301 100.0

Chi Square = 10.71606 with 2 degrees of freedom, significance = 0.0047

Number of missing observations = 103

WORKER INTERDEPENDENCE

Significance	Male	Female	Row Total
Most Significant	46 29.1	49 33.8	95 31.4
Significant	87 55.1	69 47.6	156 51.5
Insignificant	25 15.8	27 18.6	52 17.2
Column Total	158 52.1	145 47.9	303 100.0

Chi Square = 1.69395 with 2 degrees of freedom, significance = 0.4287

Number of missing observations = 101

SELF-UNDERSTANDING

Significance	Male	Female	Row Total
Most Significant	94	90	184
	58.0	60.0	59.0
Significant	48	47	95
	29.6	31.3	30.4
Insignificant	20	13	33
	21.3	8.7	10.6
Column Total	162	150	312
	51.9	48.1	100.0

Chi Square = 1.12245 with 2 degrees of freedom, significance = 0.5705

Number of missing observations = 92

CAREER INTERESTS AND CAPABILITIES

Significance	Male	Female	Row Total
Most Significant	67	69	136
	41.9	46.6	44.2
Significant	76	59	135
	47.5	39.9	43.8
Insignificant	17	20	37
	10.6	13.5	12.0
Column Total	160	148	308
	51.9	48.1	100.0

Chi Square = 1.94882 with 2 degrees of freedom, significance = 0.3774

Number of missing observations = 96

WORK RESPONSIBILITY

Significance	Male	Female	Row Total
Most Significant	122	114	236
	73.1	72.2	72.6
Significant	38	36	74
	22.8	22.8	22.8
Insignificant	7	8	15
	4.2	5.1	4.6
Column Total	167	158	325
	51.4	48.6	100.0

Chi Square = 0.14279 with 2 degrees of freedom, significance = 0.9311

Number of missing observations = 79

LEARNING EXPERIENCE AND CAREERS

Significance	Male	Female	Row Total
Most Significant	85	93	178
	51.5	63.3	57.1
Significant	63	44	107
	38.2	29.9	34.3
Insignificant	17	10	27
	10.3	6.8	8.7
Column Total	165	147	312
	52.9	47.1	100.0

Chi Square = 4.52480 with 2 degrees of freedom, significance = 0.1041

Number of missing observations = 92

NONTRADITIONAL WORK ROLE

Significance	Male	Female	Row Total
Most Significant	17	12	29
	10.5	8.3	9.5
Significant	74	73	147
	45.7	50.7	48.0
Insignificant	71	59	130
	43.8	41.0	42.5
Column Total	162	144	306
	52.9	47.1	100.0

Chi Square = 0.92093 with 2 degrees of freedom, significance = 0.6310

Number of missing observations = 98

LABOR LAWS PROTECTING WORKERS' RIGHTS

Significance	Male	Female	Row Total
Most Significant	58	55	113
	35.8	38.5	37.0
Significant	55	56	111
	34.0	39.2	36.4
Insignificant	49	32	81
	30.2	22.4	26.6
Column Total	162	143	305
	53.1	46.9	100.0

Chi Square = 2.48258 with 2 degrees of freedom, significance = 0.2890

Number of missing observations = 99

B-2

APPLIES ONLY TO DROP-OUTS

WHAT WAS THE REASON FOR DROPPING OUT OF SCHOOL?

Reason	Male	Female	Row Total
Grades (Poor scholarship)	0 0.0	2 18.2	2 7.4
Satisfied with decision	1 6.3	0 0.0	1 3.7
Money Problems	2 12.5	1 9.1	3 11.1
Pregnancy	0 0.0	4 36.4	4 14.8
Lost Self-Respect	2 12.5	0 0.0	2 7.4
Not interested in school: (absenteeism, disciplinary problems)	7 43.8	0 0.0	7 25.9
Employment: (Armed Services)	2 12.5	0 0.0	2 7.4
Marriage	0 0.0	1 9.1	1 3.7
Poor school offerings	0 0.0	1 9.1	1 3.7
Poor student-teacher-counselor relationship	2 12.5	2 18.2	4 14.8
Column Total	16 59.3	11 40.7	27 100.0

Chi Square = 20.09659 with 9 degrees of freedom, significance = 0.0173

Number of missing observations = 377

YEAR DROPPED OUT OF SCHOOL?

Year Dropped Out	Male	Female	Row Total
1975	1 6.3	0 0.0	1 3.8
1976	5 31.3	1 10.0	6 23.1
1978	1 6.3	1 10.0	2 7.7
1979	6 37.5	4 40.0	10 38.5
1980	3 18.8	3 30.0	6 23.1
1981	0 0.0	1 10.0	1 3.8
Column Total	16 61.5	10 38.5	26 100.0

Chi Square = 3.88917 with 5 degrees of freedom, significance = 0.5655

Number of missing observations = 378

Section II. GRADUATES AND DROP-OUTS

B. DURING ENROLLMENT IN VOCATIONAL CAREER ORIENTATION

To answer the questions in this section, you need to think back to the **time** DURING YOUR ENROLLMENT IN VOCATIONAL CAREER ORIENTATION. Read each question and the directions for that question, and then give your answer.

B-1. WHAT YEAR DID YOU GRADUATE OR DROP OUT OF SCHOOL?

Year Graduated	Male	Female	Row Total
1976	0	1	1
	0.0	1.7	0.6
1977	2	0	2
	2.1	0.0	1.3
1978	6	3	9
	6.2	5.0	5.7
1979	15	10	25
	15.5	16.7	15.9
1980	26	15	41
	26.8	25.0	26.1
1981	27	13	40
	27.8	21.7	25.5
1982	9	13	22
	9.3	21.7	14.0
1983	11	4	15
	11.3	6.7	9.6
1984	0	1	1
	0.0	1.7	0.6
1985	1	0	1
	1.0	0.0	0.6
Column Total	97	60	157
	61.8	38.2	100.0

Chi Square = 10.72085 with 9 degrees of freedom, significance = 0.2953

Number of missing observations = 247

B-2

WHAT WAS THE REASON FOR DROPPING OUT OF VOCATIONAL CAREER ORIENTATION?

Reason	Male	Female	Row Total
Grades (Poor Scholarship)	0 0.0	2 18.2	2 7.7
Satisfied with decision	1 6.7	0 0.0	1 3.8
Money Problems	2 13.3	1 9.1	3 11.5
Pregnancy	0 0.0	3 27.3	3 11.5
Lost Self-Respect	1 6.7	0 0.0	1 3.8
Not interested in school: (absenteeism, disciplinary problems)	5 33.3	1 9.1	6 23.1
Employment: (Armed Services)	4 26.7	1 9.1	5 19.2
Poor school offerings	0 0.0	1 9.1	1 3.8
Scheduling	2 13.3	2 18.2	4 15.4
Column Total	15 57.7	11 42.3	26 100.0

Chi Square = 12.48000 with 8 degrees of freedom, significance = 0.1310

Number of missing observations = 378

B-3

IF YOU DROPPED OUT OF SCHOOL, ARE YOU SATISFIED OR DISSATISFIED WITH YOUR DECISION?

Decision	Male	Female	Row Total
Dissatisfied	11 61.1	7 63.6	18 62.1
Satisfied	7 38.9	4 36.4	11 37.9
Column Total	18 62.1	11 37.9	29 100.0

Corrected Chi Square = 0.00000 with 1 degree of freedom, significance = 1.0000

Raw Chi Square = 0.01849 with 1 degree of freedom, significance = 0.8918

Number of missing observations = 375

Section III. JOB PLACEMENT

C. SINCE COMPLETING VOCATIONAL CAREER ORIENTATION

To answer questions in this section, you need to think back to the time when you COMPLETED VOCATIONAL CAREER ORIENTATION. Read each question and the directions for that question, and then give your answer.

C-1 LOOKING BACK ON YOUR TRAINING IN VOCATIONAL CAREER ORIENTATION, WHAT WAS THE CHIEF DIFFICULTY YOU EXPERIENCED IN JOB PLACEMENT? Circle only one.

Chief Difficulty	Male	Female	Row Total
Student training was not recognized by employers	35	14	49
	25.0	14.4	20.7
Employers were not interested in youth	44	20	64
	31.4	20.6	27.0
Student did not have enough skill or training for job.	34	44	78
	24.3	45.4	32.9
Other	27	19	46
	19.3	19.6	19.4
Column Total	140	97	237
	59.1	40.9	100.0

Chi Square = 13.30981 with 3 degrees of freedom, significance = 0.0040

Number of missing observations = 167

C-2

IN YOUR FIRST EMPLOYMENT, EXACTLY WHAT SATISFIED YOU THE MOST ABOUT THE JOB?

Most Satisfaction	Male	Female	Row Total
Working with others to do the job	39	24	63
	27.7	27.0	27.4
Completing the work by yourself	24	10	34
	17.0	11.2	14.8
Respect from others because you did the job.	26	15	41
	18.4	16.9	17.8
Having a supervisor ready to help when you need it.	25	24	49
	17.7	27.0	21.3
Directing other people on the job.	7	1	8
	5.0	1.1	3.5
Other	20	15	35
	14.2	16.9	15.2
Column Total	141	89	230
	61.3	38.7	100.0

Chi Square = 6.07611 with 5 degrees of freedom, significance = 0.2989

Number of missing observations = 174

C-5

WHAT IS YOUR EXPECTED EMPLOYMENT LIFE?

Employment: Years	Male	Female	Row Total
1-9	37	28	65
	26.1	33.3	28.8
10-19	13	14	27
	9.2	16.7	11.9
20-30	23	17	40
	16.2	20.2	17.7
Over 30	69	25	94
	48.6	29.8	41.6
Column Total	142	84	226
	62.8	37.2	100.0

Chi Square = 8.45056 with 3 degrees of freedom, significance = 0.0376

Number of missing observations = 178

Section IV. LEADERSHIP AND SCHEDULING

B. DURING ENROLLMENT IN VOCATIONAL CAREER ORIENTATION

To answer the questions in this section, you need to think back to the time DURING YOUR ENROLLMENT IN VOCATIONAL CAREER ORIENTATION. Read each question and the directions for that question, and then give your answer.

B-1 DO YOU THINK VOCATIONAL CAREER ORIENTATION SHOULD BE REQUIRED OF ALL STUDENTS?

Required	Male	Female	Row Total
Yes	140	148	288
	72.9	83.6	78.0
No	52	29	81
	27.1	16.4	22.0
Column Total	192	177	369
	52.0	48.0	100.0

Corrected Chi Square = 5.54485 with 1 degree of freedom, significance = 0.0185

Raw Chi Square = 6.15350 with 1 degree of freedom, significance = 0.0131

Number of missing observations = 35

B-2

HOW LONG DID YOU STUDY VOCATIONAL CAREER ORIENTATION IN SCHOOL?

Semester	Male	Female	Row Total
One semester	41 22.4	52 30.4	93 26.3
Two semesters	142 77.6	119 69.6	261 73.7
Column Total	183 51.7	171 48.3	354 100.0

Corrected Chi Square = 2.52580 with 1 degree of freedom, significance = 0.1120

Raw Chi Square = 2.92448 with 1 degree of freedom, significance = 0.0872

Number of missing observations = 50

B-3

DID YOU RECEIVE YOUR VOCATIONAL CAREER ORIENTATION TRAINING IN A PART-TIME OR FULL-TIME COMPREHENSIVE PROGRAM?

Part-time	Male	Female	Row Total
Vocational Agriculture	65 37.4	14 9.2	79 24.2
Home Economics	10 5.7	41 27.0	51 15.6
Business Education	21 12.1	20 13.2	41 12.6
Full-time			
Vocational Career Orientation	78 44.8	77 50.7	155 47.5
Column Total	174 53.4	152 46.6	326 100.0

Chi Square = 50.54355 with 3 degrees of freedom, significance = 0.0000

Number of missing observations = 78

B-4

DID THE SCHOOL COUNSELOR ASSIST YOU IN PREPARING YOUR CLASS SCHEDULE WITH YOUR TENTATIVE OCCUPATION IN MIND?

	Male	Female	Row Total
Yes	84	61	145
	45.4	35.9	40.8
No	101	109	210
	54.6	64.1	59.2
Column Total	185	170	355
	52.1	47.9	100.0

Corrected Chi Square = 2.94272 with 1 degree of freedom, significance = 0.0863

Raw Chi Square = 3.32517 with 1 degree of freedom, significance = 0.0682

Number of missing observations = 49

B-5

LOOKING BACK ON YOUR TRAINING IN VOCATIONAL CAREER ORIENTATION, DID THE SCHOOL PRINCIPAL SUPPORT THE PROGRAM AND CLUB ACTIVITIES SPONSORED BY VOCATIONAL CAREER ORIENTATION?

	Male	Female	Row Total
Yes	152	136	288
	81.3	79.5	80.4
No	35	35	70
	18.7	20.5	19.6
Column Total	187	171	358
	52.2	47.8	100.0

Corrected Chi Square = 0.08061 with 1 degree of freedom, significance = 0.7765

Raw Chi Square = 0.17415 with 1 degree of freedom, significance = 0.6764

Number of missing observations = 46

B-6

WHAT IS YOUR TOTAL SCHOOL ENROLLMENT?

Enrollment	Male	Female	Row Total
Less than 500	59	56	115
	31.7	34.1	32.9
501-1500	105	82	187
	56.5	50.0	53.4
Over 1500	22	26	48
	11.8	15.9	13.7
Column Total	186	164	350
	53.1	46.9	100.0

Chi Square = 1.86498 with 2 degrees of freedom, significance = 0.3936

Number of missing observations = 54

SUBGROUP DIFFERENCES

ALL VARIABLES BY RACE

SEX

Sex	Minority	White	Row Total
Male	49 42.6	165 57.5	214 53.2
Female	66 57.4	122 42.5	188 46.8
Column Total	115 28.6	287 71.4	402 100.0

Corrected Chi Square = 6.71894 with 1 degree of freedom, significance = 0.0095

Raw Chi Square = 7.30452 with 1 degree of freedom, significance = 0.0069

Number of missing observations = 2

BIRTHYEAR

Year	Minority	White	Row Total
1958	3 2.6	2 0.7	5 1.5
1959	0 0.0	3 1.1	3 0.8
1960	7 6.1	12 4.3	19 4.8
1961	8 7.0	31 11.1	39 9.9
1962	21 18.4	48 17.1	69 17.5
1963	11 27.2	58 20.7	69 22.6
1964	26 22.8	68 24.3	94 23.9
1965	12 10.5	46 16.4	58 14.7
1966	5 4.4	12 4.3	17 4.3
1967	1 0.9	0 0.0	1 0.3
Column Total	114 28.9	280 71.1	394 100.0

Chi Square = 11.52158 with 9 degrees of freedom, significance = 0.2416

Number of missing observations = 10

RACE

Race	Minority	White	Row Total
Minority	115 100.0	0 0.0	115 28.6
White	0 0.0	287 100.0	287 71.4
Column Total	115 28.6	287 71.4	402 100.0

Corrected Chi Square = 397.11856 with 1 degree of freedom, significance = 0.0000

Raw Chi Square = 402.00000 with 1 degree of freedom, significance = 0.0000

Number of missing observations = 2

FATHER'S OCCUPATION

Occupation	Minority	White	Row Total
Marketing & Distribution	3	23	26
	2.8	8.1	6.7
Communication & Media	0	1	1
	0.0	0.4	0.3
Marine Science	0	2	2
	0.0	0.7	0.5
Fine Arts & Humanities	0	1	1
	0.0	0.4	0.3
Construction	6	43	49
	5.6	15.2	12.6
Manufacturing	8	19	27
	7.5	6.7	6.9
Personal Services	2	11	13
	1.9	3.9	3.3
Health	3	4	7
	2.8	1.4	1.8
Environment	1	4	5
	0.9	1.4	1.3
Transportation	6	35	41
	5.6	12.4	10.5
Business & Office	2	5	7
	1.9	1.8	1.8
Agri-Business & Natural Resources	15	43	58
	14.0	15.2	14.9
Public Service	3	24	27
	2.8	8.5	6.9
No Occupation	58	68	126
	54.2	24.0	32.3
Column Total	107	283	390
	27.4	72.6	100.0

Chi Square = 41.43306 with 13 degrees of freedom, significance = 0.0001

Number of missing observations = 14

MOTHER'S OCCUPATION

Occupation	Minority	White	Row Total
Marketing & Distribution	7	24	31
	6.1	8.4	7.8
Communication & Media	1	2	3
	0.9	0.7	0.8
Hospitality, Recreation & Tourism	0	1	1
	0.0	0.4	0.3
Consumer & Homemaking Education	65	153	218
	56.5	53.7	54.5
Fine Arts & Humanities	0	1	1
	0.0	0.4	0.3
Construction	1	1	2
	0.9	0.4	0.5
Manufacturing	8	23	31
	7.0	8.1	7.8
Personal Services	5	8	13
	4.3	2.8	3.3
Health	14	17	31
	12.2	6.0	7.8
Environment	0	1	1
	0.0	0.4	0.3
Transportation	0	1	1
	0.0	0.4	0.3
Business & Office	1	9	10
	0.9	3.2	2.5
Agri-Business & Natural Resources	0	7	7
	0.0	2.5	1.8
Public Service	6	32	38
	5.2	11.2	9.5
No Occupation	7	5	12
	6.1	1.3	3.0
Column Total	115	285	400
	28.8	71.3	100.0

Chi Square = 20.37205 with 14 degrees of freedom, significance = 0.1188

Number of missing observations = 4

EMPLOYMENT STATUS

	Minority	White	Row Total
Yes	20	91	111
	17.7	31.8	27.8
No	93	195	288
	82.3	68.2	72.2
Column Total	113	286	399
	28.3	71.7	100.0

Corrected Chi Square = 7.35331 with 1 degree of freedom, significance = 0.0067

Raw Chi Square = 8.04107 with 1 degree of freedom, significance = 0.0046

Number of missing observations = 5

STUDENT'S OCCUPATION

Occupation	Minority	White	Row Total
Marketing & Distribution	4	11	15
	3.5	3.9	3.8
Communication & Media	1	1	2
	0.9	0.4	0.5
Hospitality, Recreation & Tourism	0	1	1
	0.0	0.4	0.3
Consumer & Homemaking Education	0	2	2
	0.0	0.7	0.5
Construction	4	5	9
	3.5	1.8	2.3
Manufacturing	0	6	6
	0.0	2.1	1.5
Personal Services	0	5	5
	0.0	1.8	1.3
Health	1	1	2
	0.9	0.4	0.5
Transportation	0	5	5
	0.0	1.8	1.3
Business & Office	1	2	3
	0.9	0.7	0.8
Agri-Business & Natural Resources	1	6	7
	0.9	2.1	1.8
Public Service	4	43	47
	3.5	15.2	11.8
No Occupation	99	195	294
	86.1	68.9	73.9
Column Total	115	283	398
	28.9	71.1	100.0

Chi Square = 23.21256 with 12 degrees of freedom, significance = 0.0260

Number of missing observations = 6

A. BEFORE ENROLLMENT IN VOCATIONAL CAREER ORIENTATION

To answer the questions in this section, you need to think back to the time BEFORE YOU ENROLLED IN "VOCATIONAL CAREER ORIENTATION". Read each question and the directions for that question, and then give your answer.

A-1 WHAT AND/OR WHO INFLUENCED YOU TO TAKE VOCATIONAL CAREER ORIENTATION?
Directions: Circle the most important influence, circle the second most important influence, and circle the third most important influence.

THIS COURSE WAS REQUIRED OF ALL STUDENTS IN MY SCHOOL

Importance	Minority	White	Row Total
Most Important	44 50.0	100 44.6	144 46.2
Second Most Important	16 18.2	37 16.5	53 17.0
Third Most Important	28 31.8	87 38.8	115 36.9
Column Total	88 28.2	224 71.8	312 100.0

Chi Square = 1.34081 with 2 degrees of freedom, significance = 0.5115

Number of missing observations = 92

FRIENDS RECOMMENDED THE COURSE TO ME

Importance	Minority	White	Row Total
Most Important	22 23.4	40 18.1	62 19.7
Second Most Important	28 29.8	84 38.0	112 35.6
Third Most Important	44 46.8	97 43.9	141 44.8
Column Total	94 29.8	221 70.2	315 100.0

Chi Square = 2.32207 with 2 degrees of freedom, significance = 0.3132

Number of missing observations = 89

A PARENT (OR BOTH PARENTS) WANTED ME TO TAKE IT

Importance	Minority	White	Row Total
Most Important	28	55	83
	30.4	26.6	27.8
Second Most Important	30	75	105
	32.6	36.2	35.1
Third Most Important	34	77	111
	37.0	37.2	37.1
Column Total	92	207	299
	30.8	69.2	100.0

Chi Square = 0.58180 with 2 degrees of freedom, significance = 0.7476

Number of missing observations = 105

THE VOCATIONAL CAREER ORIENTATION TEACHER WANTED ME TO TAKE THE COURSE

Importance	Minority	White	Row Total
Most Important	29	45	74
	32.6	23.1	26.1
Second Most Important	28	55	83
	31.5	28.2	29.2
Third Most Important	32	95	127
	36.0	48.7	44.7
Column Total	89	195	284
	31.3	68.7	100.0

Chi Square = 4.56746 with 2 degrees of freedom, significance = 0.1019

Number of missing observations = 120

A TEACHER OTHER THAN THE VOCATIONAL CAREER ORIENTATION TEACHER RECOMMENDED THE COURSE TO ME

Importance	Minority	White	Row Total
Most Important	25	33	58
	27.8	16.9	20.4
Second Most Important	22	43	65
	24.4	22.1	22.8
Third Most Important	43	119	162
	47.8	61.0	56.8
Column Total	90	195	285
	31.6	68.4	100.0

Chi Square = 5.62116 with 2 degrees of freedom, significance = 0.0602

Number of missing observations = 119

I THOUGHT THE VOCATIONAL CAREER ORIENTATION COURSE WOULD BE EASY

Importance	Minority	White	Row Total
Most Important	36	50	86
	41.9	23.1	28.5
Second Most Important	21	65	86
	24.4	30.1	28.5
Third Most Important	29	101	130
	33.7	46.8	43.0
Column Total	86	216	302
	28.5	71.5	100.0

Chi Square = 10.68779 with 2 degrees of freedom, significance = 0.0048

Number of missing observations = 102

I HAD NO PARTICULAR REASON FOR TAKING THE COURSE

Importance	Minority	White	Row Total
Most Important	31	47	78
	36.5	22.8	26.8
Second Most Important	23	42	65
	27.1	20.4	22.3
Third Most Important	31	117	148
	36.5	56.8	50.9
Column Total	85	206	291
	29.2	70.8	100.0

Chi Square = 10.27217 with 2 degrees of freedom, significance = 0.0059

Number of missing observations = 113

OTHER REASONS

Importance	Minority	White	Row Total
Most Important	27	82	109
	45.0	63.6	57.7
Second Most Important	8	15	23
	13.3	11.6	12.2
Third Most Important	25	32	57
	41.7	24.8	30.2
Column Total	60	129	189
	31.7	68.3	100.0

Chi Square = 6.40567 with 2 degrees of freedom, significance = 0.0406

Number of missing observations = 215

A-2

FROM WHAT YOU HEARD ABOUT THE VOCATIONAL CAREER ORIENTATION COURSE BEFORE YOU ENROLLED, WHAT DID YOU EXPECT THE COURSE TO BE?

Course	Minority	White	Row Total
Very good course	54 47.8	100 35.5	154 39.0
Good course	45 39.8	132 46.8	177 44.8
"So-So" course	12 10.6	49 17.4	61 15.4
Poor course	2 1.8	1 0.4	3 0.8
Column Total	113 28.6	282 71.4	395 100.0

Chi Square = 8.53496 with 3 degrees of freedom, significance = 0.0362

Number of missing observations = 9

A-3

HOW MUCH HELP DID YOU RECEIVE FROM YOUR COUNSELOR(S) BEFORE YOU ENROLLED IN VOCATIONAL CAREER ORIENTATION?

Help Received	Minority	White	Row Total
Received much help from counselor(s)	16 14.2	26 9.1	42 10.6
Received some help from counselor(s)	25 22.1	46 16.1	71 17.8
Received little help from counselor(s)	17 15.0	44 15.4	61 15.3
Received no help from counselor(s)	48 42.5	123 43.2	171 43.0
My school did not have a counselor	7 6.2	46 16.1	53 13.3
Column Total	113 28.4	285 71.6	398 100.0

Chi Square = 9.59650 with 4 degrees of freedom, significance = 0.0478

Number of missing observations = 6

A-4

HOW MANY TIMES EACH SEMESTER DID YOU RECEIVE HELP FROM YOUR COUNSELOR IN A CLASS OR GROUP SESSION BEFORE YOU ENROLLED IN VOCATIONAL CAREER ORIENTATION?

First Semester	Minority	White	Row Total
Four times or more	9 7.9	13 4.7	22 5.6
Three times	8 7.0	9 3.2	17 4.3
Two times	13 11.4	29 10.4	42 10.7
One time	27 23.7	50 17.9	77 19.6
Counselor did not help	49 43.0	134 48.0	183 46.6
School had no counselor	8 7.0	44 15.8	52 13.2
Column Total	114 29.0	279 71.0	393 100.0

Chi Square = 10.78099 with 5 degrees of freedom, significance = 0.0559

Number of missing observations = 11

A-4

HOW MANY TIMES EACH SEMESTER DID YOU RECEIVE HELP FROM YOUR COUNSELOR IN A CLASS OR GROUP SESSION BEFORE YOU ENROLLED IN VOCATIONAL CAREER ORIENTATION?

Second Semester	Minority	White	Row Total
Four times or more	8 7.1	15 5.5	23 6.0
Three times	7 6.3	10 3.7	17 4.4
Two times	11 9.8	18 6.6	29 7.6
One time	25 22.3	48 17.6	73 19.0
Counselor did not help	53 47.3	137 50.4	190 49.5
School had no counselor	8 7.1	44 16.2	52 13.5
Column Total	112 29.2	272 70.8	384 100.0

Chi Square = 8.45768 with 5 degrees of freedom, significance = 0.1328

Number of missing observations = 20

A-5

HOW MANY TIMES EACH SEMESTER DID YOU RECEIVE HELP FROM YOUR COUNSELOR INDIVIDUALLY OR PERSONALLY BEFORE YOU ENROLLED IN VOCATIONAL CAREER ORIENTATION?

First Semester	Minority	White	Row Total
Four times or more	6 5.3	10 3.6	16 4.1
Three times	5 4.4	13 4.7	18 4.6
Two times	15 13.3	20 7.2	35 8.9
One time	22 19.5	41 14.7	63 16.1
Counselor did not help	57 50.4	151 54.1	208 53.1
School had no counselor	8 7.1	44 15.8	52 13.3
Column Total	113 28.8	279 71.2	392 100.0

Chi Square = 9.87960 with 5 degrees of freedom, significance = 0.0787

Number of missing observations = 12

A-5

HOW MANY TIMES EACH SEMESTER DID YOU RECEIVE HELP FROM YOUR COUNSELOR INDIVIDUALLY OR PERSONALLY BEFORE YOU ENROLLED IN VOCATIONAL CAREER ORIENTATION?

Second Semester	Minority	White	Row Total
Four times or more	7 6.3	13 4.8	20 5.2
Three times	2 8	7 2.6	9 2.3
Two times	12 10.7	17 6.3	29 7.6
One time	22 19.6	41 15.1	63 16.4
Counselor did not help	61 54.5	150 55.1	211 54.9
School had no counselor	8 7.1	44 16.2	52 13.5
Column Total	112 29.2	272 70.8	384 100.0

Chi Square = 8.43029 with 5 degrees of freedom, significance = 0.1341

Number of missing observations = 20

B. DURING ENROLLMENT IN VOCATIONAL CAREER ORIENTATION

To answer the questions in this section, you need to think back to the time DURING YOUR ENROLLMENT IN VOCATIONAL CAREER ORIENTATION. Read each question and the directions for that question, and then give your answers.

B-1 HOW WOULD YOU COMPARE THE QUALITY OF VOCATIONAL CAREER ORIENTATION WITH OTHER COURSES YOU HAD WHILE YOU WERE ENROLLED IN VOCATIONAL CAREER ORIENTATION? Directions: Circle only one.

Comparison	Minority	White	Row Total
Much better	39 34.5	109 38.2	148 37.2
Some better	39 34.5	82 28.8	121 30.4
About the same	32 28.3	80 28.1	112 28.1
Some worse	3 2.7	13 4.6	16 4.0
Much worse	0 0.0	1 0.4	1 0.3
Column Total	113 28.4	285 71.6	398 100.0

Chi Square = 2.31036 with 4 degrees of freedom, significance = 0.6789

Number of missing observations = 6

B-2

HOW MUCH HELP DID YOU RECEIVE FROM COUNSELORS DURING YOUR ENROLLMENT IN VOCATIONAL CAREER ORIENTATION?

Help Received	Minority	White	Row Total
Received much help	12 10.6	29 10.1	41 10.3
Received some help	3 24.8	47 16.4	75 18.8
Received little help	19 16.8	41 14.3	60 15.0
Received no help	36 31.9	77 26.8	113 28.3
No counselor	9 8.0	47 16.4	56 14.0
No help desired	9 8.0	46 16.0	55 13.8
Column Total	113 28.3	287 71.7	400 100.0

Chi Square = 12.07673 with 5 degrees of freedom, significance = 0.0338

Number of missing observations = 4

B-3

HOW MUCH INDIVIDUAL HELP DID YOU RECEIVE FROM YOUR VOCATIONAL CAREER ORIENTATION TEACHER OUTSIDE THE CLASSROOM?

Help Received	Minority	White	Row Total
Received much help	17	33	50
	15.0	11.5	12.5
Received some help	23	61	84
	20.4	21.3	21.1
Received little help	14	37	51
	12.4	12.9	12.8
Received no help	37	87	124
	32.7	30.4	31.1
No help desired	22	68	90
	19.5	23.8	22.6
Column Total	113	286	399
	28.3	71.7	100.0

Chi Square = 1.65689 with 4 degrees of freedom, significance = 0.7985

Number of missing observations = 5

B-4

HOW MANY TIMES DURING EACH SEMESTER DID YOU RECEIVE HELP FROM YOUR COUNSELOR IN A CLASS OR GROUP SESSION DURING YOUR ENROLLMENT IN VOCATIONAL CAREER ORIENTATION?

First Semester	Minority	White	Row Total
Four times or more	7	22	29
	6.2	7.9	7.4
Three times	9	13	22
	8.0	4.7	5.6
Two times	18	25	43
	15.9	9.0	11.0
One time	20	36	56
	17.7	12.9	14.3
No help desired	52	139	191
	46.0	50.0	48.8
School had no counselor	7	43	50
	6.2	15.5	12.8
Column Total	113	278	391
	28.9	71.1	100.0

Chi Square = 12.30773 with 5 degrees of freedom, significance = 0.0308

Number of missing observations = 13

B-4

HOW MANY TIMES DURING EACH SEMESTER DID YOU RECEIVE HELP FROM YOUR COUNSELOR IN A CLASS OR GROUP SESSION DURING YOUR ENROLLMENT IN VOCATIONAL CAREER ORIENTATION?

Second Semester	Minority	White	Row Total
Four times or more	7	25	32
	6.3	9.2	8.3
Three times	8	9	17
	7.2	3.3	4.4
Two times	17	20	37
	15.3	7.3	9.6
One time	20	43	63
	18.0	15.8	16.4
No help desired	52	133	185
	46.8	48.7	48.2
School had no counselor	7	43	50
	6.3	15.8	13.0
Column Total	111	273	384
	28.9	71.1	100.0

Chi Square = 14.43394 with 5 degrees of freedom, significance = 0.0131

Number of missing observations = 20

B-5

HOW MANY TIMES EACH SEMESTER DID YOU RECEIVE HELP FROM YOUR COUNSELOR INDIVIDUALLY OR PERSONALLY WHILE YOU WERE ENROLLED IN VOCATIONAL CAREER ORIENTATION?

First Semester	Minority	White	Row Total
Four times or more	8	18	26
	7.2	6.5	6.7
Three times	19	18	37
	17.1	6.5	9.5
Two times	11	22	33
	9.9	7.9	8.5
One time	17	35	52
	15.3	12.5	13.3
No help desired	49	143	192
	44.1	51.3	49.2
School had no counselor	7	43	50
	6.3	15.4	12.8
Column Total	111	279	390
	28.5	71.5	100.0

Chi Square = 16.38212 with 5 degrees of freedom, significance = 0.0058

Number of missing observations = 14

B-5

HOW MANY TIMES EACH SEMESTER DID YOU RECEIVE HELP FROM YOUR COUNSELOR INDIVIDUALLY OR PERSONALLY WHILE YOU WERE ENROLLED IN VOCATIONAL CAREER ORIENTATION?

Second Semester	Minority	White	Row Total
Four times or more	9 8.0	20 7.4	29 7.6
Three times	17 15.2	11 4.1	28 7.3
Two times	7 6.3	18 6.6	25 6.5
One time	16 14.3	43 15.9	59 15.4
No help desired	56 50.0	136 50.2	192 50.1
School had no counselor	7 6.3	43 15.9	50 13.1
Column Total	112 29.2	271 70.8	383 100.0

Chi Square = 19.21035 with 5 degrees of freedom, significance = 0.0018

Number of missing observations = 21

B-6

HOW OFTEN DID THE VOCATIONAL CAREER ORIENTATION TEACHER ENCOURAGE YOUR CLASS OR YOU INDIVIDUALLY TO GET ASSISTANCE FROM YOUR COUNSELOR?

Assistance	Minority	White	Row Total
Never	44 40.7	103 35.9	147 37.2
Seldom	34 31.5	89 31.0	123 31.1
Frequently	24 22.2	50 17.4	74 18.7
School had no counselor	6 5.6	45 15.7	51 12.9
Column Total	108 27.3	287 72.7	395 100.0

Chi Square = 7.69652 with 3 degrees of freedom, significance = 0.0527

Number of missing observations = 9

B-7

IF YOU APPROACHED THE COUNSELOR, WAS YOUR PROBLEM WORKED OUT TO YOUR UNDERSTANDING?

Counselor Understanding	Minority	White	Row Total
The counselor's alternatives to the problem were above my capability.	1 1.0	5 1.9	6 1.7
His/her communication was above my understanding.	6 5.8	4 1.6	10 2.8
Counselor was too busy.	2 1.9	3 1.2	5 1.4
Did not like counselor's answer.	7 6.7	7 2.7	14 3.9
Counselor did not seem to understand my problem.	7 6.7	11 4.3	17 5.0
Did not approach the counselor.	49 47.1	141 54.9	190 52.6
Counselor was interested and the problem was solved.	32 30.8	86 33.5	118 32.7
Column Total	104 28.8	257 71.2	361 100.0

Chi Square = 10.44635 with 6 degrees of freedom, significance = 0.1071

Number of missing observations = 43

B-8

HOW MANY TIMES WERE YOUR PARENTS INVITED TO ATTEND A MEETING BETWEEN THE COUNSELOR AND YOU?

Number of times	Minority	White	Row Total
Three times	4 3.6	1 0.4	5 1.3
Two times	6 5.5	7 2.5	13 3.4
One time	17 15.5	15 5.4	32 8.3
Never	77 70.0	249 89.9	326 84.2
Every time	6 5.5	5 1.8	11 2.8
Column Total	110 28.4	277 71.6	387 100.0

Chi Square = 25.53089 with 4 degrees of freedom, significance = 0.0000

Number of missing observations = 17

IF YOU NEVER APPROACHED THE COUNSELOR WITH A PROBLEM, WHAT WAS THE REASON?

Reason	Minority	White	Row Total
Problem was solved at home.	10 9.9	24 9.6	34 9.7
Problem was solbed by the help of the teacher.	27 26.7	31 12.4	58 16.5
Student worked out own solution to the problem.	24 23.8	85 34.0	109 31.1
Other friends.	10 9.9	14 5.6	24 6.8
Church career program.	0 0.0	3 1.2	3 0.9
Did not feel that the counselor would understand the problem.	5 5.0	3 1.2	8 2.3
Does not apply.	19 18.8	59 23.6	78 22.2
Other	6 5.9	31 12.4	37 10.5
Column Total	101 28.8	250 71.2	351 100.0

Chi Square = 22.56512 with 7 degrees of freedom, significance = 0.0020

Number of missing observations = 53

C-1

C. SINCE COMPLETING VOCATIONAL CAREER ORIENTATION

To answer questions in this section, you need to think back from the time when you COMPLETED VOCATIONAL CAREER ORIENTATION. Read each question and the directions for that question, and then give your answer.

LOOKING BACK, WOULD YOU TAKE VOCATIONAL CAREER ORIENTATION IF YOU HAD IT TO DO OVER?

	Minority	White	Row Total
Definitely would	50 44.2	159 56.0	209 52.6
Probably would	49 43.4	79 27.8	128 32.2
Undecided	11 9.7	26 9.2	37 9.3
Probably would not	1 0.9	15 5.3	16 4.0
Definitely would not	2 1.8	5 1.8	7 1.8
Column Total	113 28.5	284 71.5	397 100.0

Chi Square = 12.08149 with 4 degrees of freedom, significance = 0.0168

Number of missing observations = 7

C-2

HOW MUCH HELP DID YOU RECEIVE FROM YOUR COUNSELOR(S) SINCE YOU HAVE COMPLETED VOCATIONAL CAREER ORIENTATION IN PLANNING YOUR HIGH SCHOOL PROGRAM OF WORK?

Help Received	Minority	White	Row Total
Received much help from counselor(s)	19 17.0	33 11.7	52 13.2
Received some help from counselor(s)	27 24.1	65 23.0	92 23.3
Received little help from counselor(s)	14 12.5	27 9.5	41 10.4
No help at all from counselor(s)	31 27.7	68 24.0	99 25.1
School had no counselor	2 1.8	38 13.4	40 10.1
No help desired	19 17.0	52 18.4	71 18.0
Column Total	112 28.4	283 71.6	395 100.0

Chi Square = 13.69120 with 5 degrees of freedom, significance = 0.0177

Number of missing observations = 9

C-3

HOW MANY TIMES HAVE YOU RECEIVED HELP FROM YOUR COUNSELOR(S) IN A CLASS OR GROUP SESSION SINCE YOU COMPLETED VOCATIONAL CAREER ORIENTATION?

Number of times	Minority	White	Row Total
Four times or more	13	19	32
	11.9	6.8	8.2
Three times	3	18	21
	2.8	6.4	5.4
Two times	19	24	43
	17.4	8.5	11.0
One time	24	57	81
	22.0	20.3	20.8
No help desired	46	122	168
	42.2	43.4	43.1
School had no counselor	4	41	45
	3.7	14.6	11.5
Column Total	109	281	390
	27.9	72.1	100.0

Chi Square = 18.38852 with 5 degrees of freedom, significance = 0.0025

Number of missing observations = 14

C-4

HOW MANY TIMES HAVE YOU RECEIVED HELP FROM YOUR COUNSELOR(S) IN AN INDIVIDUAL OR PERSONAL CONFERENCE SINCE YOU COMPLETED VOCATIONAL CAREER ORIENTATION?

Number of times	Minority	White	Row Total
Four times or more	6	25	31
	5.5	9.0	8.0
Three times	6	27	33
	5.5	9.7	8.5
Two times	17	27	44
	15.6	9.7	11.3
One time	33	52	85
	30.3	18.6	21.9
No help desired	43	108	151
	39.4	38.7	38.9
School had no counselor	4	40	44
	3.7	14.3	11.3
Column Total	109	279	388
	28.1	71.9	100.0

Chi Square = 17.91856 with 5 degrees of freedom, significance = 0.0031

Number of missing observations = 16

C-5

AS A STUDENT OF VOCATIONAL CAREER ORIENTATION, WHAT TYPE OF GUIDANCE AND COUNSELING DID YOU CONSIDER TO BE THE MOST USEFUL?

Type of Guidance	Minority	White	Row Total
Group	37 35.2	90 34.4	127 34.6
Individual	68 64.8	172 65.6	240 65.4
Column Total	105 28.6	262 71.4	367 100.0

Corrected Chi Square = 0.00160 with 1 degree of freedom, significance = 0.9681

Raw Chi Square = 0.02606 with 1 degree of freedom, significance = 0.8718

Number of missing observations = 37

C-6

CIRCLE THE REASONS YOU DID NOT RECEIVE COUNSELING PERTAINING TO YOUR VOCATIONAL CAREER CHOICE.

Reason	Minority	White	Row Total
My school did not have a counselor.	8 8.5	43 16.7	51 14.5
Too many students in my school.	3 3.2	11 4.3	14 4.0
My schedule would not permit time for counseling.	18 19.1	22 8.5	40 11.4
Counselor's time was taken up in other activities besides counseling.	1 1.1	10 3.9	11 3.1
I was not aware of the counseling services.	16 17.0	19 7.4	35 9.9
I did not desire the service.	39 41.5	122 47.3	161 45.7
Other	9 9.6	31 12.0	40 11.4
Column Total	94 26.7	258 73.3	352 100.0

Chi Square = 19.27576 with 6 degrees of freedom, significance = 0.0037

Number of missing observations = 52

C-7

LOOKING BACK ON YOUR TRAINING AND YOUR EXPERIENCES AS A WORKER, CIRCLE THE THINGS YOU THINK YOUR TRAINING SHOULD HAVE HAD.

MORE EMPHASIS ON CAREER AWARENESS

	Minority	White	Row Total
Yes	28	82	110
	24.6	28.7	27.5
No	86	204	290
	75.4	71.3	72.5
Column Total	114	286	400
	28.5	71.5	100.0

Corrected Chi Square = 0.49981 with 1 degree of freedom, significance = 0.4796

Raw Chi Square = 0.69057 with 1 degree of freedom, significance = 0.4060

Number of missing observations = 4

MORE EMPHASIS ON THE DEVELOPMENT OF SKILLS

	Minority	White	Row Total
Yes	41	98	139
	36.0	34.3	34.8
No	73	188	261
	64.0	65.7	65.2
Column Total	114	286	400
	28.5	71.5	100.0

Corrected Chi Square = 0.04238 with 1 degree of freedom, significance = 0.8369

Raw Chi Square = 0.10379 with 1 degree of freedom, significance = 0.7473

Number of missing observations = 4

MORE EMPHASIS ON RELATED TECHNICAL INSTRUCTION

	Minority	White	Row Total
Yes	10	55	65
	8.8	19.2	16.3
No	104	231	335
	91.2	80.8	83.8
Column Total	114	286	400
	28.5	71.5	100.0

Corrected Chi Square = 5.80552 with 1 degree of freedom, significance = 0.0160

Raw Chi Square = 6.55148 with 1 degree of freedom, significance = 0.0105

Number of missing observations = 4

MORE EMPHASIS ON VOCATIONAL GUIDANCE

	Minority	White	Row Total
Yes	11 9,6	36 12.6	47 11.8
No	103 90.4	250 87.4	353 88.3
Column Total	114 28.5	286 71.5	400 100.0

Corrected Chi Square = 0.42487 with 1 degree of freedom, significance = 0.5145

Raw Chi Square = 0.67865 with 1 degree of freedom, significance = 0.4101

Number of missing observations = 4

MORE EMPHASIS ON LEADERSHIP DEVELOPMENT

	Minority	White	Row Total
Yes	19 16.7	49 17.1	68 17.0
No	95 83.3	237 82.9	332 83.0
Column Total	114 28.5	286 71.5	400 100.0

Corrected Chi Square = 0.00000 with 1 degree of freedom, significance = 1.0000

Raw Chi Square = 0.01256 with 1 degree of freedom, significance = 0.9108

Number of missing observations = 4

OTHER

	Minority	White	Row Total
Yes	9 7.9	20 7.0	29 7.3
No	105 92.1	266 93.0	371 92.8
Column Total	114 28.5	286 71.5	400 100.0

Corrected Chi Square = 0.01008 with 1 degree of freedom, significance = 0.9200

Raw Chi Square = 0.09856 with 1 degree of freedom, significance = 0.7536

Number of missing observations = 4

C-8

LOOKING BACK ON YOUR VOCATIONAL CAREER ORIENTATION TRAINING, WHAT PART HAS BEEN MOST USEFUL IN YOUR PRESENT OCCUPATION?

Most Useful	Minority	White	Row Total
Classroom Work	35	58	93
	35.0	23.4	26.7
Hands-On Activities	17	59	76
	17.0	23.8	21.8
Laboratory & Visual Training	12	15	27
	12.0	6.0	7.8
Shop Work	22	80	102
	22.0	32.3	29.3
Other	14	36	50
	14.0	14.5	14.4
Column Total	100	248	348
	28.7	71.3	100.0

Chi Square = 10.92609 with 4 degrees of freedom, significance = 0.0274

Number of missing observations = 56

C-9

LOOKING BACK ON YOUR VOCATIONAL CAREER ORIENTATION TRAINING, WHAT PART HAS BEEN LEAST USEFUL IN YOUR PRESENT OCCUPATION?

Least Useful	Minority	White	Row Total
Classroom Work	25	79	104
	26.0	33.3	31.2
Hands-On Activities	21	22	43
	21.9	9.3	12.9
Laboratory & Visual Training	18	61	79
	18.8	25.7	23.7
Shop Work	24	36	60
	25.0	15.2	18.0
Other	8	39	47
	8.3	16.5	14.1
Column Total	96	237	333
	28.8	71.2	100.0

Chi Square = 17.80268 with 4 degrees of freedom, significance = 0.0013

Number of missing observations = 71

C-10

IF YOU COULD DO IT OVER AGAIN, WOULD YOU CHOOSE THE SAME OCCUPATION OR TRADE?

Same Occupation or Trade	Minority	White	Row Total
Yes	45 42.9	97 39.0	142 40.1
No	15 14.3	22 8.8	37 10.5
Undecided	45 42.9	130 52.2	175 49.4
Column Total	105 29.7	249 70.3	354 100.0

Chi Square = 3.68593 with 2 degrees of freedom, significance = 0.1583

Number of missing observations = 50

C-11

THINK BACK ON YOUR VOCATIONAL CAREER ORIENTATION TRAINING, DID THE EXPERIENCES YOU GAINED HELP YOU TO MAKE A WISE OCCUPATIONAL CHOICE?

	Minority	White	Row Total
Yes	57 55.3	139 56.7	196 56.3
No	12 11.7	18 7.3	30 8.6
Undecided	34 33.0	88 35.9	122 35.1
Column Total	103 29.6	245 70.4	348 100.0

Chi Square = 1.75793 with 2 degrees of freedom, significance = 0.4152

Numberof missing observations = 56

LOOKING BACK ON YOUR TRAINING IN SCHOOL, CIRCLE THE VOCATIONAL PROGRAMS YOU HAVE COMPLETED

NONE

	Minority	White	Row Total
Yes	30 26.3	47 16.4	77 19.2
No	84 73.7	240 83.6	324 80.8
Column Total	114 28.4	287 71.6	401 100.0

Corrected Chi Square = 4.57455 with 1 degree of freedom, significance = 0.0325

Raw Chi Square = 5.19545 with 1 degree of freedom, significance = 0.0226

Number of missing observations = 3

VOCATIONAL AGRICULTURE

	Minority	White	Row Total
Yes	21 18.4	101 35.2	122 30.4
No	93 81.6	186 64.8	279 69.6
Column Total	114 28.4	287 71.6	401 100.0

Corrected Chi Square = 10.06306 with 1 degree of freedom, significance = 0.0015

Raw Chi Square = 10.84085 with 1 degree of freedom, significance = 0.0010

Number of missing observations = 3

VOCATIONAL BUSINESS

	Minority	White	Row Total
Yes	35 30.7	73 25.4	108 26.9
No	79 69.3	214 74.6	293 73.1
Column Total	114 28.4	287 71.6	401 100.0

Corrected Chi Square = 0.89780 with 1 degree of freedom, significance = 0.3434

Raw Chi Square = 1.14984 with 1 degree of freedom, significance = 0.2836

Number of missing observations = 3

TRADES AND INDUSTRIES

	Minority	White	Row Total
Yes	20 17.5	47 16.4	67 16.7
No	94 82.5	240 83.6	334 83.3
Column Total	114 28.4	287 71.6	401 100.0

Corrected Chi Square = 0.01804 with 1 degree of freedom, significance = 0.8931

Raw Chi Square = 0.07992 with 1 degree of freedom, significance = 0.7774

Number of missing observations = 3

GENERAL COOPERATIVE PROGRAMS

	Minority	White	Row Total
Yes	8 7.0	32 11.1	40 10.0
No	106 93.0	255 88.9	361 90.0
Column Total	114 28.4	287 71.6	401 100.0

Corrected Chi Square = 1.12543 with 1 degree of freedom, significance = 0.2888

Raw Chi Square = 1.55147 with 1 degree of freedom, significance = 0.2129

Number of missing observations = 3

INDUSTRIAL ARTS

	Minority	White	Row Total
Yes	25 21.9	54 18.8	79 19.7
No	89 78.1	233 81.2	322 80.3
Column Total	114 28.4	287 71.6	401 100.0

Corrected Chi Square = 0.32278 with 1 degree of freedom, significance = 0.5699

Raw Chi Square = 0.50029 with 1 degree of freedom, significance = 0.4794

Number of missing observations = 3

OTHER PROGRAMS

	Minority	White	Row Total
Yes	31	93	124
	27.2	32.4	30.9
No	83	194	277
	72.8	67.6	69.1
Column Total	114	287	401
	28.4	71.6	100.0

Corrected Chi Square = 0.80768 with 1 degree of freedom, significance = 0.3688

Raw Chi Square = 1.03730 with 1 degree of freedom, significance = 0.3085

Number of missing observations = 3

C-13

SINCE ENTERING AN OCCUPATION OF YOUR CHOICE, CIRCLE THE BENEFITS THAT YOU HAVE RECEIVED FROM VOCATIONAL CAREER ORIENTATION GUIDANCE.

CAREER PLANNING AND DECISION MAKING

	Minority	White	Row Total
Yes	38	117	155
	33.3	40.9	38.8
No	76	169	245
	66.7	59.1	61.3
Column Total	114	286	400
	28.5	71.5	100.0

Corrected Chi Square = 1.66473 with 1 degree of freedom, significance = 0.1970

Raw Chi Square = 1.97099 with 1 degree of freedom, significance = 0.1603

Number of missing observations = 4

CAREER INFORMATION

	Minority	White	Row Total
Yes	35	89	124
	30.7	31.1	31.0
No	79	197	276
	69.3	68.9	69.0
Column Total	114	286	400
	28.5	71.5	100.0

Corrected Chi Square = 0.00000 with 1 degree of freedom, significance = 1.0000

Raw Chi Square = 0.00663 with 1 degree of freedom, significance = 0.9351

Number of missing observations = 4

FINDING AND KEEPING A JOB

	Minority	White	Row Total
Yes	43 37.7	105 36.7	148 37.0
No	71 62.3	181 63.3	252 63.0
Column Total	114 28.5	286 71.5	400 100.0

Corrected Chi Square = 0.00539 with 1 degree of freedom, significance = 0.9415

Raw Chi Square = 0.03539 with 1 degree of freedom, significance = 0.8508

Number of missing observations = 4

ATTITUDES AND APPRECIATION FOR CAREER SUCCESS

	Minority	White	Row Total
Yes	30 26.3	93 32.5	123 30.8
No	84 73.7	193 67.5	277 69.2
Column Total	114 28.5	286 71.5	400 100.0

Corrected Chi Square = 1.19537 with 1 degree of freedom, significance = 0.2742

Raw Chi Square = 1.47220 with 1 degree of freedom, significance = 0.2250

Number of missing observations = 4

GETTING ALONG WITH OTHERS

	Minority	White	Row Total
Yes	47 41.2	129 45.1	176 44.0
No	67 58.8	157 54.9	224 56.0
Column Total	114 28.5	286 71.5	400 100.0

Corrected Chi Square = 0.35230 with 1 degree of freedom, significance = 0.5528

Raw Chi Square = 0.49719 with 1 degree of freedom, significance = 0.4807

Number of missing observations = 4

UNDERSTANDING SELF, STRENGTHS AND WEAKNESSES

	Minority	White	Row Total
Yes	27 23.7	107 37.4	134 33.5
No	87 76.3	179 62.6	266 66.5
Column Total	114 28.5	286 71.5	400 100.0

Corrected Chi Square = 6.29329 with 1 degree of freedom, significance = 0.0121

Raw Chi Square = 6.89577 with 1 degree of freedom, significance = 0.0086

Number of missing observations = 4

RESPONSIBILITY TO SELF AND OTHERS

	Minority	White	Row Total
Yes	38 33.3	117 40.9	155 38.8
No	76 66.7	169 59.1	245 61.3
Column Total	114 28.5	286 71.5	400 100.0

Corrected Chi Square = 1.66473 with 1 degree of freedom, significance = 0.1970

Raw Chi Square = 1.97099 with 1 degree of freedom, significance = 0.1603

Number of missing observations = 4

ECONOMIC FACTORS

	Minority	White	Row Total
Yes	15 13.2	54 18.9	69 17.3
No	99 86.8	232 81.1	331 82.8
Column Total	114 28.5	286 71.5	400 100.0

Corrected Chi Square = 1.49095 with 1 degree of freedom, significance = 0.2221

Raw Chi Square = 1.87040 with 1 degree of freedom, significance = 0.1714

Number of missing observations = 4

EDUCATION AND CAREER OPPORTUNITIES

	Minority	White	Row Total
Yes	30 26.3	82 28.7	112 28.0
No	84 73.7	204 71.3	288 72.0
Column Total	114 28.5	286 71.5	400 100.0

Corrected Chi Square = 0.12271 with 1 degree of freedom, significance = 0.7261

Raw Chi Square = 0.22434 with 1 degree of freedom, significance = 0.6358

Number of missing observations = 4

NEED FOR ACADEMIC SKILLS

	Minority	White	Row Total
Yes	19 16.7	70 24.5	89 22.3
No	95 83.3	216 75.5	311 77.7
Column Total	114 28.5	286 71.5	400 100.0

Corrected Chi Square = 2.43947 with 1 degree of freedom, significance = 0.1183

Raw Chi Square = 2.87313 with 1 degree of freedom, significance = 0.0901

Number of missing observations = 4

OTHER

	Minority	White	Row Total
Yes	8 7.0	30 10.5	38 9.5
No	106 93.0	256 89.5	362 90.5
Column Total	114 28.5	286 71.5	400 100.0

Corrected Chi Square = 0.77469 with 1 degree of freedom, significance = 0.3788

Raw Chi Square = 1.14285 with 1 degree of freedom, significance = 0.2851

Number of missing observations = 4

C-14

LOOKING BACK ON YOUR VOCATIONAL CAREER ORIENTATION TRAINING, WHAT SUBGOALS DO YOU FEEL WERE THE MOST SIGNIFICANT IN YOUR TRAINING?

GOAL SETTING

Significance	Minority	White	Row Total
Most Significant	55	122	177
	59.8	52.8	54.8
Significant	23	87	110
	25.0	37.7	34.1
Insignificant	14	22	36
	15.2	9.5	11.1
Column Total	92	231	323
	28.5	71.5	100.0

Chi Square = 5.59444 with 2 degrees of freedom, significance = 0.0610

Number of missing observations = 81

LIFESTYLE

Significance	Minority	White	Row Total
Most Significant	41	72	113
	47.7	32.7	36.9
Significant	38	118	156
	44.2	53.6	51.0
Insignificant	7	30	37
	8.1	13.6	12.1
Column Total	86	220	306
	28.1	71.9	100.0

Chi Square = 6.36896 with 2 degrees of freedom, significance = 0.0414

Number of missing observations = 98

DECISION MAKING

Significance	Minority	White	Row Total
Most Significant	57	145	202
	62.0	63.0	62.7
Significant	30	67	97
	32.6	29.1	30.1
Insignificant	5	18	23
	5.4	7.8	7.1
Column Total	92	230	322
	28.6	71.4	100.0

Chi Square = 0.80238 with 2 degrees of freedom, significance = 0.6695

Number of missing observations = 82

OCCUPATIONAL SUPPLY AND DEMAND

Significance	Minority	White	Row Total
Most Significant	21	49	70
	24.4	22.8	23.3
Significant	37	111	148
	43.0	51.6	49.2
Insignificant	28	55	83
	32.6	25.6	27.6
Column Total	86	215	301
	28.6	71.4	100.0

Chi Square = 2.07934 with 2 degrees of freedom, significance = 0.3536

Number of missing observations = 103

CAREER INFORMATION

Significance	Minority	White	Row Total
Most Significant	45	95	140
	50.6	41.5	44.0
Significant	36	107	143
	40.4	46.7	45.0
Insignificant	8	27	35
	9.0	11.8	11.0
Column Total	89	229	318
	28.0	72.0	100.0

Chi Square = 2.21782 with 2 degrees of freedom, significance = 0.3299

Number of missing observations = 86

JOB CHARACTERISTICS

Significance	Minority	White	Row Total
Most Significant	43 50.6	78 35.5	121 39.7
Significant	32 37.6	108 49.1	140 45.9
Insignificant	10 11.8	34 15.5	44 14.4
Column Total	85 27.9	220 72.1	305 100.0

Chi Square = 5.86744 with 2 degrees of freedom, significance = 0.0532

Number of missing observations = 99

NEEDS AND INTERESTS

Significance	Minority	White	Row Total
Most Significant	28 32.6	94 42.9	122 40.0
Significant	47 54.7	97 44.3	144 47.2
Insignificant	11 12.8	28 12.8	39 12.8
Column Total	86 28.2	219 71.8	305 100.0

Chi Square = 3.06177 with 2 degrees of freedom, significance = 0.2163

Number of missing observations = 99

JOB INTERVIEW SKILLS

Significance	Minority	White	Row Total
Most Significant	46 51.7	106 47.1	152 48.4
Significant	30 33.7	73 32.4	103 32.8
Insignificant	13 14.6	46 20.4	59 18.8
Column Total	89 28.3	225 71.7	314 100.0

Chi Square = 1.46335 with 2 degrees of freedom, significance = 0.4811

Number of missing observations = 90

JOB RETENTION SKILLS

Significance	Minority	White	Row Total
Most Significant	16	49	65
	18.8	23.2	22.0
Significant	45	101	146
	52.9	47.9	49.3
Insignificant	24	61	85
	28.2	28.9	28.7
Column Total	85	211	296
	28.7	71.3	100.0

Chi Square = 0.85985 with 2 degrees of freedom, significance = 0.6506

Number of missing observations = 108

WORK ATTITUDES

Significance	Minority	White	Row Total
Most Significant	69	158	227
	74.2	70.5	71.6
Significant	18	55	73
	19.4	24.6	23.0
Insignificant	6	11	17
	6.5	4.9	5.4
Column Total	93	224	317
	29.3	70.7	100.0

Chi Square = 1.18501 with 2 degrees of freedom, significance = 0.5529

Number of missing observations = 87

APPRECIATION FOR QUALITY WORK

Significance	Minority	White	Row Total
Most Significant	49	133	182
	54.4	60.5	58.7
Significant	33	69	102
	36.7	31.4	32.9
Insignificant	8	18	26
	8.9	8.2	8.4
Column Total	90	220	310
	29.0	71.0	100.0

Chi Square = 0.97694 with 2 degrees of freedom, significance = 0.6136

Number of missing observations = 94

INTERPERSONAL RELATIONSHIPS

Significance	Minority	White	Row Total
Most Significant	25	62	87
	29.1	28.8	28.9
Significant	44	106	150
	51.2	49.3	49.8
Insignificant	17	47	64
	19.8	21.9	21.3
Column Total	86	215	301
	28.6	71.4	100.0

Chi Square = 0.17038 with 2 degrees of freedom, significance = 0.9183

Number of missing observations = 103

HUMAN RELATIONSHIPS

Significance	Minority	White	Row Total
Most Significant	49	98	147
	55.7	43.2	46.7
Significant	35	108	143
	39.8	47.6	45.4
Insignificant	4	21	25
	4.5	9.3	7.9
Column Total	88	227	315
	27.9	72.1	100.0

Chi Square = 4.74686 with 2 degrees of freedom, significance = 0.0932

Number of missing observations = 89

GROUP DYNAMICS SKILLS

Significance	Minority	White	Row Total
Most Significant	18	33	51
	21.4	15.5	17.2
Significant	43	104	147
	51.2	48.8	49.5
Insignificant	23	76	99
	27.4	35.7	33.3
Column Total	84	213	297
	28.3	71.7	100.0

Chi Square = 2.54900 with 2 degrees of freedom, significance = 0.2796

Number of missing observations = 107

PROBLEM SOLVING

Significance	Minority	White	Row Total
Most Significant	46	96	142
	51.7	43.4	45.8
Significant	36	98	134
	40.4	44.3	43.2
Insignificant	7	27	34
	7.9	12.2	11.0
Column Total	89	221	310
	28.7	71.3	100.0

Chi Square = 2.26027 with 2 degrees of freedom, significance = 0.3230

Number of missing observations = 94

SELF-UNDERSTANDING

Significance	Minority	White	Row Total
Most Significant	59	125	184
	67.8	55.8	59.2
Significant	22	72	94
	25.3	32.1	30.2
Insignificant	6	27	33
	6.9	12.1	10.6
Column Total	87	224	311
	28.0	72.0	100.0

Chi Square = 4.07324 with 2 degrees of freedom, significance = 0.1305

Number of missing observations = 93

CAREER INTERESTS AND CAPABILITIES

Significance	Minority	White	Row Total
Most Significant	32	103	135
	36.0	47.2	44.0
Significant	44	91	135
	49.4	41.7	44.0
Insignificant	13	24	37
	14.6	11.0	12.1
Column Total	89	218	307
	29.0	71.0	100.0

Chi Square = 3.36245 with 2 degrees of freedom, significance = 0.1861

Number of missing observations = 97

WORK RESPONSIBILITY

Significance	Minority	White	Row Total
Most Significant	63	173	236
	69.2	74.2	72.8
Significant	21	52	73
	23.1	22.3	22.5
Insignificant	7	8	15
	7.7	3.4	4.6
Column Total	91	233	324
	28.1	71.9	100.0

Chi Square = 2.80681 with 2 degrees of freedom, significance = 0.2458

Number of missing observations = 80

POLITICAL AND SOCIAL ATTITUDES

Significance	Minority	White	Row Total
Most Significant	20	44	64
	23.3	20.4	21.2
Significant	46	91	137
	53.5	42.1	45.4
Insignificant	20	81	101
	23.3	37.5	33.4
Column Total	86	216	302
	28.5	71.5	100.0

Chi Square = 5.72276 with 2 degrees of freedom, significance = 0.0572

Number of missing observations = 102

EFFECTS OF TECHNOLOGY

Significance	Minority	White	Row Total
Most Significant	10	37	47
	11.9	17.1	15.7
Significant	38	103	141
	45.2	47.7	47.0
Insignificant	36	76	112
	42.9	35.2	37.3
Column Total	84	216	300
	28.0	72.0	100.0

Chi Square = 2.08444 with 2 degrees of freedom, significance = 0.3527

Number of missing observations = 104

WORKER INTERDEPENDENCE

Significance	Minority	White	Row Total
Most Significant	34 39.5	61 28.2	95 31.5
Significant	38 44.2	117 54.2	155 51.3
Insignificant	14 16.3	38 12.6	52 17.2
Column Total	86 28.5	216 71.5	302 100.0

Chi Square = 3.74967 with 2 degrees of freedom, significance = 0.1534

Number of missing observations = 102

USE OF MONEY AND RESOURCE

Significance	Minority	White	Row Total
Most Significant	53 55.8	115 50.4	168 52.0
Significant	29 30.5	80 35.1	109 33.7
Insignificant	13 13.7	33 14.5	46 14.2
Column Total	95 29.4	228 70.6	323 100.0

Chi Square = 0.81195 with 2 degrees of freedom, significance = 0.6663

Number of missing observations = 81

SUPPLY AND DEMAND

Significance	Minority	White	Row Total
Most Significant	31 36.0	63 29.3	94 31.2
Significant	44 51.2	108 50.2	152 50.5
Insignificant	11 12.8	44 20.5	55 18.3
Column Total	86 28.6	215 71.4	301 100.0

Chi Square = 2.88521 with 2 degrees of freedom, significance = 0.2363

Number of missing observations = 103

EDUCATION AND CAREERS

Significance	Minority	White	Row Total
Most Significant	58	139	197
	61.1	61.8	61.6
Significant	29	77	106
	30.5	34.2	33.1
Insignificant	8	9	17
	8.4	4.0	5.3
Column Total	95	225	320
	29.7	70.3	100.0

Chi Square = 2.73874 with 2 degrees of freedom, significance = 0.2543

Number of missing observations = 84

LEARNING EXPERIENCE AND CAREERS

Significance	Minority	White	Row Total
Most Significant	51	127	178
	54.8	58.3	57.2
Significant	33	73	106
	35.5	33.5	34.1
Insignificant	9	18	27
	9.7	8.3	8.7
Column Total	93	218	311
	29.9	70.1	100.0

Chi Square = 0.36093 with 2 degrees of freedom, significance = 0.8349

Number of missing observations = 93

NONTRADITIONAL WORK ROLE

Significance	Minority	White	Row Total
Most Significant	9	20	29
	10.6	9.1	9.5
Significant	40	106	146
	47.1	48.2	47.9
Insignificant	36	94	130
	42.4	42.7	42.6
Column Total	85	220	305
	27.9	72.1	100.0

Chi Square = 0.16274 with 2 degrees of freedom, significance = 0.9219

Number of missing observations = 99

LABOR LAWS PROTECTING WORKERS' RIGHTS

Significance	Minority	White	Row Total
Most Significant	41 48.8	71 32.3	112 36.8
Significant	29 34.5	82 37.3	111 36.5
Insignificant	14 16.7	67 30.5	81 26.6
Column Total	84 27.6	220 72.4	304 100.0

Chi Square = 8.99521 with 2 degrees of freedom, significance = 0.0112

Number of missing observations = 100

Section II. GRADUATES AND DROP-OUTS

B. DURING ENROLLMENT IN VOCATIONAL CAREER ORIENTATION

To answer the questions in this section, you need to think back to the time DURING YOUR ENROLLMENT IN VOCATIONAL CAREER ORIENTATION. Read each question and the directions for that question, and then give your answer.

B-1 WHAT YEAR DID YOU GRADUATE OR DROP OUT OF SCHOOL

Year Graduated	Minority	White	Row Total
1976	1 2.4	0 0.0	1 0.6
1977	2 4.9	0 0.0	2 1.3
1978	0 0.0	9 7.9	9 5.8
1979	6 14.6	18 15.8	24 15.5
1980	13 31.7	27 23.7	40 25.8
1981	11 26.8	29 25.4	40 25.8
1982	5 12.2	17 14.9	22 14.2
1983	2 4.9	13 11.4	15 9.7
1984	1 2.4	0 0.0	1 0.6
1985	0 0.0	1 0.9	1 0.6
Column Total	41 26.5	114 73.5	155 100.0

Chi Square = 17.00290 with 9 degrees of freedom, significance = 0.0487

Number of missing observations = 249

YEAR DROPPED OUT OF SCHOOL

Year Dropped Out	Minority	White	Row Total
1975	0	1	1
	0.0	6.3	3.8
1976	2	4	6
	20.0	25.0	23.1
1978	1	1	2
	10.0	6.3	7.7
1979	4	6	10
	40.0	37.5	38.5
1980	3	3	6
	30.0	18.8	23.1
1981	0	1	1
	0.0	6.3	3.8
Column Total	10	16	26
	38.5	61.5	100.0

Chi Square = 1.77667 with 5 degrees of freedom, significance = 0.8791

Number of missing observations = 378

B-2 APPLIES ONLY TO DROP-OUTS

WHAT WAS THE REASON FOR DROPPING OUT OF SCHOOL?

Reason	Minority	White	Row Total
Grades (Poor scholarship)	1 11.1	1 5.6	2 7.4
Satisfied with decision	0 0.0	1 5.6	1 3.7
Money Problems	1 11.1	2 11.1	3 11.1
Pregnancy	2 22.2	2 11.1	4 14.8
Lost Self-Respect	0 0.0	2 11.1	2 7.4
Not interested in school: (absenteeism, disciplinary problems)	3 33.3	4 22.2	7 25.9
Employment	0 0.0	2 11.1	2 7.4
Marriage	0 0.0	1 5.6	1 3.7
Poor school offerings	0 0.0	1 5.6	1 3.7
Poor student-teacher-counselor relationship	2 22.2	2 11.1	4 14.8
Column Total	9 33.3	18 66.7	27 100.0

Chi Square = 5.03571 with 9 degrees of freedom, significance = 0.8312

Number of missing observations = 377

Section III. JOB PLACEMENT

C. SINCE COMPLETING VOCATIONAL CAREER ORIENTATION

To answer questions in this section, you need to think back to the time when you COMPLETED VOCATIONAL CAREER ORIENTATION. Read each question and the directions for that question, and then give your answer.

C-1 LOOKING BACK ON YOUR TRAINING IN VOCATIONAL CAREER ORIENTATION, WHAT WAS THE CHIEF DIFFICULTY YOU EXPERIENCED IN JOB PLACEMENT? Circle only one.

Chief Difficulty	Minority	White	Row Total
Student training was not recognized by employers.	17	32	49
	25.4	18.9	27.1
Employers were not interested in youth.	11	53	64
	16.4	31.4	27.1
Student did not have enough skill or training for job.	27	50	77
	40.3	29.6	32.6
Other	12	34	46
	17.9	20.1	19.5
Column Total	67	169	236
	28.4	71.6	100.0

Chi Square = 6.71601 with 3 degrees of freedom, significance = 0.0815

Number of missing observations = 168

C-2

IN YOUR FIRST EMPLOYMENT, EXACTLY WHAT SATISFIED YOU THE MOST ABOUT THE JOB?

Most Satisfaction	Minority	White	Row Total
Working with others to do the job.	15	47	62
	26.8	27.2	27.1
Completing the work by yourself.	7	27	34
	12.5	15.6	14.8
Respect from others because you did the job.	8	33	41
	14.3	19.1	17.9
Having a supervisor ready to help when you need it.	15	34	49
	26.8	19.7	21.4
Directing other people on the job.	2	6	8
	3.6	3.5	3.5
Other	9	26	35
Column Total	56	173	229
	24.5	75.5	100.0

Chi Square = 1.85657 with 5 degrees of freedom, significance = 0.8686

Number of missing observations = 175

C-3

WHAT HAS BEEN THE CHIEF DIFFICULTY YOU HAVE EXPERIENCED IN YOUR PRESENT OCCUPATION OR JOB?

Chief Difficulty	Minority	White	Row Total
No particular difficulty.	26 42.6	91 56.2	117 52.5
Insufficient training about choosing an occupation or job.	6 9.8	2 1.2	8 3.6
Insufficient experience.	2 3.3	6 3.7	8 3.6
Adjustment to working conditions.	12 19.7	19 11.7	31 13.9
Personality conflict with fellow workers.	2 3.3	7 4.3	9 4.0
Personality conflict with supervisory personnel.	5 8.2	5 3.1	10 4.5
Other	8 13.1	32 19.8	40 17.9
Column Total	61 27.4	162 72.6	223 100.0

Chi Square = 16.51235 with 6 degrees of freedom, significance = 0.0113

Number of missing observations = 181

C-4

WHAT IS YOUR YEARLY INCOME?

Income	Minority	White	Row Total
Under $4,999.00	28 70.0	110 80.9	138 78.4
$5,000.00 - $7,999.00	8 20.0	17 12.5	25 14.2
$8,000.00 - $9,999.00	1 2.5	5 3.7	6 3.4
$10,000.00 - $11,999.00	2 5.0	1 0.7	3 1.7
$12,000.00 - $14,999.00	1 2.5	1 0.7	2 1.1
Above $15,000.00	0 0.0	2 1.5	2 1.1
Column Total	40 22.7	136 77.3	176 100.0

Chi Square = 6.34966 with 5 degrees of freedom, significance = 0.2563

Number of missing observations = 228

C-5

WHAT IS YOUR EXPECTED EMPLOYMENT LIFE?

Employment: Years	Minority	White	Row Total
1-9	20	44	64
	34.5	26.3	28.4
10-19	9	18	27
	15.5	10.8	12.0
20-30	7	33	40
	12.1	19.8	17.8
Over 30	22	72	94
	37.9	43.1	41.8
Column Total	58	167	225
	25.8	74.2	100.0

Chi Square = 3.51660 with 3 degrees of freedom, significance = 0.3186

Number of missing observations = 179

Section IV. LEADERSHIP AND SCHEDULING

B. DURING ENROLLMENT IN VOCATIONAL CAREER ORIENTATION

To answer the questions in this section, you need to think back to the time DURING YOUR ENROLLMENT IN VOCATIONAL CAREER ORIENTATION. Read each question and the directions for that question, and then give your answer.

B-1 DO YOU THINK VOCATIONAL CAREER ORIENTATION SHOULD BE REQUIRED OF ALL STUDENTS?

Required	Minority	White	Row Total
Yes	91	195	286
	88.3	73.9	77.9
No	12	69	81
	11.7	26.1	22.1
Column Total	103	264	367
	28.1	71.9	100.0

Corrected Chi Square = 8.21693 with 1 degree of freedom, significance = 0.0041

Raw Chi Square = 9.03953 with 1 degree of freedom, significance = 0.0026

Number of missing observations = 37

B-2

HOW LONG DID YOU STUDY VOCATIONAL CAREER ORIENTATION IN SCHOOL?

Semester	Minority	White	Row Total
One semester	27	66	93
	27.3	26.1	26.4
Two semesters	72	187	259
	72.7	73.9	73.6
Column Total	99	253	352
	28.1	71.9	100.0

Corrected Chi Square = 0.00854 with 1 degree of freedom, significance = 0.9264

Raw Chi Square = 0.05147 with 1 degree of freedom, significance = 0.8205

Number of missing observations = 52

B-3

DID YOU RECEIVE YOUR VOCATIONAL CAREER ORIENTATION TRAINING IN A PART-TIME OR FULL-TIME COMPREHENSIVE PROGRAM?

Part-time	Minority	White	Row Total
Vocational Agriculture	14	65	79
	15.9	27.5	24.4
Home-Economics	23	28	51
	26.1	11.9	15.7
Business Education	12	29	41
	13.6	12.3	12.7
Full-time			
Vocational Career Orientation	39	114	153
	44.3	48.3	47.2
Column Total	88	236	324
	27.2	72.8	100.0

Chi Square = 12.16008 with 3 degrees of freedom, significance = 0.0069

Number of missing observations = 80

B-4

DID THE SCHOOL COUNSELOR ASSIST YOU IN PREPARING YOUR CLASS SCHEDULE WITH YOUR TENTATIVE OCCUPATION IN MIND?

	Minority	White	Row Total
Yes	42 42.0	101 39.9	143 40.5
No	58 58.0	152 60.1	210 59.5
Column Total	100 28.3	253 71.7	353 100.0

Corrected Chi Square = 0.05675 with 1 degree of freedom, significance = 0.8117

Raw Chi Square = 0.12855 with 1 degree of freedom, significance = 0.7199

Number of missing observations = 51

B-5

LOOKING BACK ON YOUR TRAINING IN VOCATIONAL CAREER ORIENTATION, DID THE SCHOOL PRINCIPAL SUPPORT THE PROGRAM AND CLUB ACTIVITIES SPONSORED BY VOCATIONAL CAREER ORIENTATION?

	Minority	White	Row Total
Yes	66 66.7	220 85.6	286 80.3
No	33 33.3	37 14.4	70 19.7
Column Total	99 27.8	257 72.2	356 100.0

Corrected Chi Square = 15.04713 with 1 degree of freedom, significance = 0.0001

Raw Chi Square = 16.22375 with 1 degree of freedom, significance = 0.0001

Number of missing observations = 48

B-6

WHAT IS YOUR TOTAL SCHOOL ENROLLMENT?

Enrollment	Minority	White	Row Total
Less than 500	34 36.6	79 31.0	113 32.5
501 - 1500	40 43.0	147 57.6	187 53.7
Over 1500	19 20.4	29 11.4	48 13.8
Column Total	93 26.7	255 73.3	348 100.0

Chi Square = 7.42313 with 2 degrees of freedom, significance = 0.0244

Number of missing observations = 56

B-2

WHAT WAS THE REASON FOR DROPPING OUT OF VOCATIONAL CAREER ORIENTATION?

Reason	Minority	White	Row Total
Grades (Poor scholarship)	1	1	2
	12.5	5.6	7.7
Satisfied with decision	0	1	1
	0.0	5.6	3.8
Money Problems	1	2	3
	12.5	11.1	11.5
Pregnancy	1	2	3
	12.5	11.1	11.5
Lost Self-Respect	0	1	1
	0.0	5.6	3.8
Not interested in school: (absenteeism, disciplinary problems)	3	3	6
	37.5	16.7	23.1
Employment: (Armed Services)	1	4	5
	12.5	22.2	19.2
Poor school offerings	0	1	1
	0.0	5.6	3.8
Scheduling	1	3	4
	12.5	16.7	15.4
Column Total	8	18	26
	30.8	69.2	100.0

Chi Square = 3.07546 with 8 degrees of freedom, significance = 0.9295

Number of missing observations = 378

B-3

IF YOU DROPPED OUT OF SCHOOL, ARE YOU SATISFIED OR DISSATISFIED WITH YOUR DECISION?

Decision	Minority	White	Row Total
Dissatisfied	9	9	18
	75.0	52.9	62.1
Satisfied	3	8	11
	25.0	47.1	37.9
Column Total	12	17	29
	41.4	58.6	100.0

Corrected Chi Square = 0.66789 with 1 degree of freedom, significance = 0.4138

Raw Chi Square = 1.45388 with 1 degree of freedom, significance = 0.2279

Number of missing observations = 375

SUBGROUP DIFFERENCES

ALL VARIABLES BY SIZE OF SCHOOL

SEX

Sex	0-500	Over 500	Row Total
Male	59	127	186
	51.3	54.0	53.1
Female	56	108	164
	48.7	46.0	46.9
Column Total	115	235	350
	32.9	67.1	100.0

Corrected Chi Square = 0.13553 with 1 degree of freedom, significance = 0.7128
Raw Chi Square = 0.23249 with 1 degree of freedom, significance = 0.6297

Number of missing observations = 54

BIRTHYEAR

Year	0-500	Over 500	Row Total
1958	1	3	4
	0.9	1.3	1.2
1959	0	2	2
	0.0	0.9	0.6
1960	7	9	16
	6.4	3.9	4.7
1961	15	21	36
	13.6	9.1	10.6
1962	23	38	61
	20.9	16.5	17.9
1963	21	57	78
	19.1	24.7	22.9
1964	17	63	80
	15.5	27.3	23.5
1965	18	30	48
	16.4	13.0	14.1
1966	8	7	15
	7.3	3.0	4.4
1967	0	1	1
	0.0	0.4	0.3
Column Total	110	231	341
	32.3	67.7	100.0

Chi Square = 13.88312 with 9 degrees of freedom, significance = 0.1265

Number of missing observations = 63

RACE

Race	0-500	Over 500	Row Total
Black	34	57	91
	30.1	24.3	26.1
White	79	176	255
	69.9	74.9	73.3
Other	0	2	2
	0.0	0.9	0.6
Column Total	113	235	348
	32.5	67.5	100.0

Chi Square = 2.21311 with 2 degrees of freedom, significance = 0.3307

Number of missing observations = 56

FATHER'S OCCUPATION

Occupation	0-500	Over 500	Row Total
Marketing and Distribution	3	22	25
	2.6	9.7	7.4
Marine Science	2	0	2
	1.8	0.0	0.6
Fine Arts & Humanities	0	1	1
	0.0	0.4	0.3
Construction	16	30	46
	14.0	13.3	13.5
Manufacturing	5	18	23
	4.4	8.0	6.8
Personal Services	3	8	11
	2.6	3.5	3.2
Health	0	5	5
	0.0	2.2	1.5
Environment	1	3	4
	0.9	1.3	1.2
Transportation	11	26	37
	9.6	11.5	10.9
Business & Office	0	5	5
	0.0	2.2	1.5
Agri-Business & Natural Resources	29	23	52
	25.4	10.2	15.3
Public Service	3	18	21
	2.6	8.0	6.2
No Occupation	41	67	108
	36.0	29.6	31.8
Column Total	114	226	340
	33.5	66.5	100.0

Chi Square = 32.72533 with 12 degrees of freedom, significance = 0.0011

Number of missing observations = 64

MOTHER'S OCCUPATION

Occupation	0-500	Over 500	Row Total
Marketing & Distribution	6 5.2	20 8.6	26 7.5
Communication & Media	0 0.0	3 1.3	3 0.9
Hospitality, Recreation and Tourism	0 0.0	1 0.4	1 0.3
Consumer & Homemaking Education	67 58.3	123 52.8	190 54.6
Construction	0 0.0	2 0.9	2 0.6
Manufacturing	12 10.4	16 6.9	28 8.0
Personal Services	4 3.5	1 3.0	11 3.2
Health	10 8.7	20 8.6	30 8.6
Transportation	0 0.0	1 0.4	1 0.3
Business & Office	2 1.7	6 2.6	8 2.3
Agri-Business & Natural Resources	2 1.7	5 2.1	7 2.0
Public Service	10 8.7	22 9.4	32 9.2
No Occupation	2 1.7	7 3.0	9 2.6
Column Total	115 33.0	233 67.0	348 100.0

Chi Square = 7.13954 with 12 degrees of freedom, significance = 0.8483

Number of missing observations = 56

EMPLOYMENT STATUS

Student's Job	0-500	Over 500	Row Total
Yes	24 21.2	75 32.1	99 28.5
No	89 78.8	159 67.9	248 71.5
Column Total	113 32.6	234 67.4	347 100.0

Corrected Chi Square = 3.85477 with 1 degree of freedom,
significance = 0.0496

Raw Chi Square = 4.36895 with 1 degree of freedom,
significance = o.0366

Number of missing observations = 57

STUDENT'S OCCUPATION

Occupation	0-500	Over 500	Row Total
Marketing & Distribution	2	10	12
	1.7	4.3	3.5
Communication and Media	0	2	2
	0.0	0.9	0.6
Hospitality, Recreation & Tourism	0	1	1
	0.0	0.4	0.3
Consumer and Homemaking	1	1	2
	0.9	0.9	0.6
Construction	3	6	9
	2.6	2.6	2.6
Manufacturing	0	5	5
	0.0	2.2	1.4
Personal Services	0	4	4
	0.0	1.7	1.2
Health	1	1	2
	0.9	0.4	0.6
Transportation	1	4	5
	0.9	1.7	1.4
Business and Office	0	3	3
	0.0	1.3	0.9
Agri-Business & Natural Resources	0	5	5
	0.0	2.2	1.4
Public Service	12	33	45
	10.4	14.2	13.0
No Occupation	95	157	252
	82.6	67.7	72.6
Column Total	115	232	347
	33.1	66.9	100.0

Chi Square = 15.49988 with 12 degrees of freedom, significance = 0.2152

Number of missing observations = 57

A. BEFORE ENROLLMENT IN VOCATIONAL CAREER ORIENTATION

To answer the questions in this section, you need to think back to the time BEFORE YOU ENROLLED IN "VOCATIONAL CAREER ORIENTATION". Read each question and the directions for that question, and then give your answers.

A-1 WHAT AND/OR WHO INFLUENCED YOU TO TAKE VOCATIONAL CAREER ORIENTATION? **Directions:** Circle the most important influences, circle the second most important influence, and circle the third most important influence.

THIS COURSE WAS REQUIRED OF ALL STUDENTS IN MY SCHOOL

Importance	0-500	Over 500	Row Total
Most Important	53 58.2	73 39.7	126 45.8
Second Most Important	10 11.0	32 17.4	42 15.3
Third Most Important	28 30.8	79 42.9	107 38.9
Column Total	91 33.1	184 66.9	275 100.0

Chi Square = 8.53165 with 2 degrees of freedom, significance = 0.0140

Number of missing observations = 129

FRIENDS RECOMMENDED THE COURSE TO ME

Importance	0-500	Over 500	Row Total
Most Important	17 20.5	36 18.5	53 19.1
Second Most Important	25 30.1	74 37.9	99 35.6
Third Most Important	41 49.4	85 43.6	126 45.3
Column Total	83 29.9	195 70.1	278 100.0

Chi Square = 1.55979 with 2 degrees of freedom, significance = 0.4583

Number of missing observations = 126

A PARENT (OR BOTH PARENTS) WANTED ME TO TAKE IT

Importance	0-500	Over 500	Row Total
Most Important	24	50	74
	28.2	27.5	27.7
Second Most Important	23	68	91
	27.1	37.4	34.1
Third Most Important	38	64	102
	44.7	35.2	38.2
Column Total	85	182	267
	31.8	68.2	100.0

Chi Square = 3.19767 with 2 degrees of freedom, significance = 0.2021

Number of missing observations = 137

THE VOCATIONAL CAREER ORIENTATION TEACHER WANTED ME TO TAKE THE COURSE

Importance	0-500	Over 500	Row Total
Most Important	23	42	65
	27.4	24.7	25.6
Second Most Important	26	50	76
	31.0	29.4	29.9
Third Most Important	35	78	113
	41.7	45.9	44.5
Column Total	84	170	254
	33.1	66.9	100.0

Chi Square = 0.42640 with 2 degrees of freedom, significance = 0.8080

Number of missing observations = 150

A TEACHER OTHER THAN THE VOCATIONAL CAREER ORIENTATION TEACHER RECOMMENDED THE COURSE TO ME

Importance	0-500	Over 500	Row Total
Most Important	19	33	52
	24.4	19.2	20.8
Second Most Important	15	44	59
	19.2	25.6	23.6
Third Most Important	44	95	139
	56.4	55.2	55.6
Column Total	78	172	250
	31.2	68.8	100.0

Chi Square = 1.62085 with 2 degrees of freedom, significance = 0.4447

Number of missing observations = 154

I THOUGHT THE VOCATIONAL CAREER ORIENTATION COURSE WOULD BE EASY

Importance	0-500	Over 500	Row Total
Most Important	28 32.2	47 26.0	75 28.0
Second Most Important	24 27.6	52 28.7	76 28.4
Third Most Important	35 40.2	82 45.3	117 43.7
Column Total	87 32.5	181 67.5	268 100.0

Chi Square = 1.18511 with 2 degrees of freedom, significance = 0.5529

Number of missing observations = 136

I HAD NO PARTICULAR REASON FOR TAKING THE COURSE

Importance	0-500	Over 500	Row Total
Most Important	29 34.1	42 24.7	71 27.8
Second Most Important	16 18.8	40 23.5	56 22.0
Third Most Important	40 47.1	88 51.8	128 50.2
Column Total	85 33.3	170 66.7	255 100.0

Chi Square = 2.62425 with 2 degrees of freedom, significance = 0.2692

Number of missing observations = 149

OTHER REASONS

Importance	0-500	Over 500	Row Total
Most Important	26 53.1	69 60.5	95 58.3
Second Most Important	7 14.3	14 12.3	21 12.9
Third Most Important	16 32.7	31 27.2	47 28.8
Column Total	49 30.1	114 69.9	163 100.0

Chi Square = 0.78894 with 2 degrees of freedom, significance = 0.6740

Number of missing observations = 241

A-2

FROM WHAT YOU HEARD ABOUT THE VOCATIONAL CAREER ORIENTATION COURSE BEFORE YOU ENROLLED, WHAT DID YOU EXPECT THE COURSE TO BE?

Course	0-500	Over 500	Row Total
Very good course	40 35.1	95 40.9	135 39.0
Good course	55 48.2	99 42.7	154 44.5
"So-So" course	19 16.7	36 15.5	55 15.9
Poor course	0 0.0	2 0.9	2 0.6
Column Total	114 32.9	232 67.1	346 100.0

Chi Square = 2.25260 with 3 degrees of freedom, significance = 0.5217

Number of missing observations = 58

A-3

HOW MUCH HELP DID YOU RECEIVE FROM YOUR COUNSELOR(S) BEFORE YOU ENROLLED IN VOCATIONAL CAREER ORIENTATION?

Help Received	0-500	Over 500	Row Total
Received much help from counselor(s)	14 12.4	22 9.4	36 10.3
Received some help from counselor(s)	22 1 .5	39 16.6	61 17.5
Received little help from counselor(s)	16 14.2	39 16.6	55 15.8
Received no help from counselor(s)	32 28.3	117 49.8	149 42.8
My school did not have a counselor	29 25.7	18 7.7	47 13.5
Column Total	113 32.5	235 67.5	348 100.0

Chi Square = 27.85090 with 4 degrees of freedom, significance = 0.0000

Number of missing observations = 56

A-4

HOW MANY TIMES EACH SEMESTER DID YOU RECEIVE HELP FROM YOUR COUNSELOR IN A CLASS OR GROUP SESSION BEFORE YOU ENROLLED IN VOCATIONAL CAREER ORIENTATION?

First Semester	0-500	Over 500	Row Total
Four times or more	9 7.9	12 5.2	21 6.1
Three times	5 4.4	8 3.5	13 3.8
Two times	13 11.4	23 10.0	36 10.5
One time	23 20.2	47 20.5	70 20.4
Counselor did not help	35 30.7	122 53.3	157 45.8
School had no counselor	29 25.4	17 7.4	46 13.4
Column Total	114 33.2	229 66.8	343 100.0

Chi Square = 28.06591 with 5 degrees of freedom, significance = 0.0000

Number of missing observations = 61

A-4

HOW MANY TIMES EACH SEMESTER DID YOU RECEIVE HELP FROM YOUR COUNSELOR IN A CLASS OR GROUP SESSION BEFORE YOU ENROLLED IN VOCATIONAL CAREER ORIENTATION?

Second Semester	0-500	Over 500	Row Total
Four times or more	7 6.2	13 5.8	20 5.9
Three times	8 7.1	7 3.1	15 4.5
Two times	11 9.7	15 6.7	26 7.7
One time	24 21.2	43 19.2	67 19.9
Counselor did not help	34 30.1	129 57.6	163 48.4
School had no counselor	29 25.7	17 7.6	46 13.6
Column Total	113 33.5	224 66.5	337 100.0

Chi Square = 33.43516 with 5 degrees of freedom, significance = 0.0000

Number of missing observations = 67

A-5

HOW MANY TIMES EACH SEMESTER DID YOU RECEIVE HELP FROM YOUR COUNSELOR INDIVIDUALLY OR PERSONALLY BEFORE YOU ENROLLED IN VOCATIONAL CAREER ORIENTATION?

First Semester	0-500	Over 500	Row Total
Four times or more	5 4.3	10 4.4	15 4.4
Three times	5 4.3	10 4.4	15 4.4
Two times	12 10.4	18 7.9	30 8.7
One time	22 19.1	35 15.4	57 16.6
Counselor did not help	42 36.5	138 60.5	180 52.5
School had no counselor	29 25.2	17 7.5	46 13.4
Column Total	115 33.5	228 66.5	343 100.0

Chi Square = 27.59645 with 5 degrees of freedom, significance = 0.0000

Number of missing observations = 61

A-5

HOW MANY TIMES EACH SEMESTER DID YOU RECEIVE HELP FROM YOUR COUNSELOR INDIVIDUALLY OR PERSONALLY BEFORE YOU ENROLLED IN VOCATIONAL CAREER ORIENTATION?

Second Semester	0-500	Over 500	Row Total
Four times or more	7 6.2	11 4.9	18 5.3
Three times	3 2.7	5 2.2	8 2.4
Two times	12 10.6	16 7.1	28 8.3
One time	16 14.2	39 17.4	55 16.3
Counselor did not help	46 40.7	136 60.7	182 54.0
School had no counselor	29 25.7	17 7.6	46 13.6
Column Total	113 33.5	224 66.5	337 100.0

Chi Square = 25.41034 with 5 degrees of freedom, significance = 0.0001

Number of missing observations = 67

B. DURING ENROLLMENT IN VOCATIONAL CAREER ORIENTATION

To answer the questions in this section, you need to think back to the time DURING YOUR ENROLLMENT IN VOCATIONAL CAREER ORIENTATION. Read each question and the directions for that question, and then give your answers.

B-1 HOW WOULD YOU COMPARE THE QUALITY OF VOCATIONAL CAREER ORIENTATION WITH OTHER COURSES YOU HAD WHILE YOU WERE ENROLLED IN VOCATIONAL CAREER ORIENTATION? Directions: Circle only one.

Comparison	0-500	Over 500	Row Total
Much better	38 33.0	93 39.7	131 37.5
Some better	31 27.0	79 33.8	110 31.5
About the same	42 36.5	49 20.9	91 26.1
Some worse	4 3.5	12 5.1	16 4.6
Much worse	0 0.0	1 0.4	1 0.3
Column Total	115 33.0	234 67.0	349 100.0

Chi Square = 10.18356 with 4 degrees of freedom, significance = 0.0374

Number of missing observations = 55

B-2

HOW MUCH HELP DID YOU RECEIVE FROM COUNSELORS DURING YOUR ENROLLMENT IN VOCATIONAL CAREER ORIENTATION?

Help Received	0-500	Over 500	Row Total
Received much help	10 8.7	28 11.9	38 10.9
Received some help	23 20.0	44 18.7	67 19.1
Received little help	16 13.9	39 16.6	55 15.7
Received no help	20 17.4	74 31.5	94 26.9
No counselor	32 27.8	19 8.1	51 14.6
No help desired	14 12.2	31 13.2	45 12.9
Column Total	115 32.9	235 67.1	350 100.0

Chi Square = 27.58341 with 5 degrees of freedom, significance = 0.0000

Number of missing observations = 54

B-3

HOW MUCH INDIVIDUAL HELP DID YOU RECEIVE FROM YOUR VOCATIONAL CAREER ORIENTATION TEACHER OUTSIDE THE CLASSROOM?

Help Received	0-500	Over 500	Row Total
Received much help	16	30	46
	13.9	12.8	13.2
Received some help	26	50	76
	22.6	21.4	21.8
Received little help	14	29	43
	12.2	12.4	12.3
Received no help	39	71	110
	33.9	30.3	31.5
No help desired	20	54	74
	17.4	23.1	21.2
Column Total	115	234	349
	33.0	67.0	100.0

Chi Square = 1.61491 with 4 degrees of freedom, significance = 0.8061

Number of missing observations = 55

B-4

HOW MANY TIMES DURING EACH SEMESTER DID YOU RECEIVE HELP FROM YOUR COUNSELOR IN A CLASS OR GROUP SESSION DURING YOUR ENROLLMENT IN VOCATIONAL CAREER ORIENTATION?

First Semester	0-500	Over 500	Row Total
Four times or more	7	21	28
	6.1	9.2	8.2
Three times	10	10	20
	8.7	4.4	5.8
Two times	10	27	37
	8.7	11.8	10.8
One time	16	30	46
	13.9	13.2	13.4
No help desired	42	125	167
	36.5	54.8	48.7
No Counselor	30	15	45
	26.1	6.6	13.1
Column Total	115	228	343
	33.5	66.5	100.0

Chi Square = 31.51639 with 5 degrees of freedom, significance = 0.0000

Number of missing observations = 61

B-4

HOW MANY TIMES DURING EACH SEMESTER DID YOU RECEIVE HELP FROM YOUR COUNSELOR IN A CLASS OR GROUP SESSION DURING YOUR ENROLLMENT IN VOCATIONAL CAREER ORIENTATION?

Second Semester	0-500	Over 500	Row Total
Four times or more	7 6.3	24 10.6	31 9.2
Three times	7 6.3	8 3.5	15 4.4
Two times	14 12.5	21 9.3	35 10.4
One time	17 15.2	38 16.8	55 16.3
No help desired	37 33.0	120 53.1	157 46.4
No counselor	30 26.8	15 6.6	45 13.3
Column Total	112 33.1	226 66.9	338 100.0

Chi Square = 32.98947 with 5 degrees of freedom, significance = 0.0000

Number of missing observations = 66

B-5

HOW MANY TIMES EACH SEMESTER DID YOU RECEIVE HELP FROM YOUR COUNSELOR INDIVIDUALLY OR PERSONALLY WHILE YOU WERE ENROLLED IN VOCATIONAL CAREER ORIENTATION?

First Semester	0-500	Over 500	Row Total
Four times or more	10 8.7	16 7.0	26 7.6
Three times	14 12.2	20 8.8	34 9.9
Two times	12 10.4	18 7.9	30 8.8
One time	12 10.4	29 12.8	41 12.0
No help desired	38 33.0	128 56.4	166 48.5
No counselor	29 25.2	16 7.0	45 13.2
Column Total	115 33.6	227 66.4	342 100.0

Chi Square = 29.75580 with 5 degrees of freedom, significance = 0.0000

Number of missing observations = 62

B-5

HOW MANY TIMES EACH SEMESTER DID YOU RECEIVE HELP FROM YOUR COUNSELOR INDIVIDUALLY OR PERSONALLY WHILE YOU WERE ENROLLED IN VOCATIONAL CAREER ORIENTATION?

Second Semester	0-500	Over 500	Row Total
Four times or more	10 9.0	19 8.4	29 8.6
Three times	10 9.0	15 6.6	25 7.4
Two times	7 6.3	16 7.1	23 6.8
One time	13 11.7	38 16.8	51 15.1
No help desired	42 37.8	122 54.0	164 48.7
No counselor	29 26.1	16 7.1	45 13.4
Column Total	111 32.9	226 67.1	337 100.0

Chi Square = 26.15171 with 5 degrees of freedom, significance = 0.0001

Number of missing observations = 67

B-6

HOW OFTEN DID THE VOCATIONAL CAREER ORIENTATION TEACHER ENCOURAGE YOUR CLASS OR YOU INDIVIDUALLY TO GET ASSISTANCE FROM YOUR COUNSELOR?

Assistance	0-500	Over 500	Row Total
Never	31 27.4	94 40.0	125 35.9
Seldom	35 31.0	76 32.3	111 31.9
Frequently	19 16.8	47 20.0	66 19.0
No Counselor	28 24.8	18 7.7	46 13.2
Column Total	113 32.5	235 67.5	348 100.0

Chi Square = 20.72601 with 3 degrees of freedom, significance = 0.0001

Number of missing observations = 56

B-7

IF YOU APPROACHED THE COUNSELOR, WAS YOUR PROBLEM WORKED OUT TO YOUR UNDERSTANDING?

Counselor Understanding	0-500	Over 500	Row Total
The counselor's alternatives to the problem were above my capability	0 0.0	3 1.4	3 0.9
His/her communication was above my understanding	7 7.2	3 1.4	10 3.1
Counselor was too busy	2 2.1	3 1.4	5 1.6
Did not like counselor's answer	3 3.1	10 4.5	13 4.1
Counselor did not seem to understand my problem	7 7.2	11 5.0	18 5.7
Did not approach the counselor	48 49.5	116 52.5	164 51.6
Counselor was interested and the problem was solved	30 30.9	75 33.9	105 33.0
Column Total	97 30.5	221 69.5	318 100.0

Chi Square = 10.12650 with 6 degrees of freedom, significance = 0.1194

Number of missing observations = 86

B-8

HOW MANY TIMES WERE YOUR PARENTS INVITED TO ATTEND A MEETING BETWEEN THE COUNSELOR AND YOU?

Number of times	0-500	Over 500	Row Total
Three times	0 0.0	3 1.3	3 0.9
Two times	6 5.6	6 2.6	12 3.5
One time	13 12.0	17 7.4	30 8.8
Never	87 80.6	199 86.1	286 84.4
Every time	2 1.9	6 2.6	8 2.4
Column Total	108 31.9	231 68.1	339 100.0

Chi Square = 5.48758 with 4 degrees of freedom, significance = 0.2408

Number of missing observations = 65

B-9

IF YOU NEVER APPROACHED THE COUNSELOR WITH A PROBLEM, WHAT WAS THE REASON?

Reason	0-500	Over 500	Row Total
Problem was solved at home	10 9.5	17 8.5	27 8.8
Problem was solved by the help of the teacher	14 13.3	36 17.9	50 16.3
Student worked out own solution to the problem	28 26.7	68 33.8	96 31.4
Other friends	10 9.5	10 5.0	20 6.5
Church career program	0 0.0	3 1.5	3 1.0
Did not feel that the counselor would understand the problem	2 1.9	4 2.0	6 2.0
Does not apply	25 23.8	46 22.9	71 23.2
Other	16 15.2	17 8.5	33 10.8
Column Total	105 34.3	201 65.7	306 100.0

Chi Square = 8.82019 with 7 degrees of freedom, significance = 0.2658

Number of missing observations = 98

C. SINCE COMPLETING VOCATIONAL CAREER ORIENTATION

To answer questions in this section, you need to think back from the time when you COMPLETED VOCATIONAL CAREER ORIENTATION. Read each question and the directions for that question, and then give your answer.

LOOKING BACK, WOULD YOU TAKE VOCATIONAL CAREER ORIENTATION IF YOU HAD IT TO DO OVER?

	0-500	Over 500	Row Total
Definitely would	48 42.1	135 57.7	183 52.6
Probably would	52 45.6	64 27.4	116 33.3
Undecided	8 7.0	20 8.5	28 8.0
Probably would not	3 2.6	12 1.3	15 1.7
Definitely would not	3 2.6	3 1.3	6 1.7
Column Total	114 32.8	234 67.2	348 100.0

Chi Square = 13.35338 with 4 degrees of freedom, significance = 0.0097

Number of missing observations = 56

C-2

HOW MUCH HELP DID YOU RECEIVE FROM YOUR COUNSELOR(S) SINCE YOU HAVE COMPLETED VOCATIONAL CAREER ORIENTATION IN PLANNING YOUR HIGH SCHOOL PROGRAM OF WORK?

Help Received	0-500	Over 500	Row Total
Received much help from counselor(s)	15	35	50
	13.3	15.0	14.4
Received some help from counselor(s)	24	57	81
	21.2	24.4	23.3
Received little help from counselor(s)	9	23	32
	8.0	9.8	9.2
No help at all from counselor(s)	19	66	85
	16.8	28.2	24.5
No counselor	25	11	36
	22.1	4.7	10.4
No help desired	21	42	63
	18.6	17.9	18.2
Column Total	113	234	347
	32.6	67.4	100.0

Chi Square = 27.10482 with 5 degrees of freedom, significance = 0.0001

Number of missing observations = 57

C-3

HOW MANY TIMES HAVE YOU RECEIVED HELP FROM YOUR COUNSELOR(S) IN A CLASS OR GROUP SESSION SINCE YOU COMPLETED VOCATIONAL CAREER ORIENTATION?

Number of times	0-500	Over 500	Row Total
Four times or more	6	22	28
	5.2	9.6	8.1
Three times	7	12	19
	6.1	5.2	5.5
Two times	9	30	39
	7.8	13.0	11.3
One time	25	46	71
	21.7	20.0	20.6
No help desired	40	107	147
	34.8	46.5	42.6
No counselor	28	13	41
	24.3	5.7	11.9
Column Total	115	230	345
	33.3	66.7	100.0

Chi Square = 28.87818 with 5 degrees of freedom, significance = 0.0000

Number of missing observations = 59

C-4

HOW MANY TIMES HAVE YOU RECEIVED HELP FROM YOUR COUNSELOR(S) IN AN INDIVIDUAL OR PERSONAL CONFERENCE SINCE YOU COMPLETED VOCATIONAL CAREER ORIENTATION?

Number of times	0-500	Over 500	Row Total
Four times or more	7	19	26
	6.1	8.2	7.5
Three times	10	24	34
	8.8	10.4	9.9
Two times	12	28	40
	10.5	12.1	11.6
One time	21	53	74
	18.4	22.9	21.4
No help desired	36	95	131
	31.6	41.1	38.0
No counselor	28	12	40
	24.6	5.2	11.6
Column Total	114	231	345
	33.0	67.0	100.0

Chi Square = 28.06274 with 5 degrees of freedom, significance = 0.0000

Number of missing observations = 59

C-5

AS A STUDENT OF VOCATIONAL CAREER ORIENTATION, WHAT TYPE OF GUIDANCE AND COUNSELING DID YOU CONSIDER TO BE THE MOST USEFUL?

Type of Guidance	0-500	Over 500	Row Total
Group	47	69	116
	43.9	31.9	35.9
Individual	60	147	207
	56.1	68.1	64.1
Column Total	107	216	323
	33.1	66.9	100.0

Corrected Chi Square = 3.95718 with 1 degree of freedom, significance = 0.0467

Raw Chi Square = 4.46254 with 1 degree of freedom, significance = 0.0346

Number of missing observations = 81

C-6

CIRCLE THE REASONS YOU DID NOT RECEIVE COUNSELING PERTAINING TO YOUR VOCATIONAL CAREER CHOICE.

Reason	0-500	Over 500	Row Total
My school did not have a counselor	29 27.9	16 7.6	45 14.3
Too many students in the school	7 6.7	7 3.3	14 4.5
My schedule would not permit time for counseling	10 9.6	26 12.4	36 11.5
Counselor's time was taken up in other activities besides counseling.	1 1.0	7 3.3	8 2.5
I was not aware of the counseling service	12 11.5	21 10.0	33 10.5
I did not desire the service	34 32.7	106 50.5	140 44.6
Other	11 10.6	27 12.9	38 12.1
Column Total	104 33.1	210 66.9	314 100.0

Chi Square = 29.12192 with 6 degrees of freedom, significance = 0.0001

Number of missing observations = 90

C-7

LOOKING BACK ON YOUR TRAINING AND YOUR EXPERIENCES AS A WORKER, CIRCLE THE THINGS YOU THINK YOUR TRAINING SHOULD HAVE HAD.

MORE EMPHASIS ON CAREER AWARENESS

	0-500	Over 500	Row Total
Yes	36 31.3	64 27.4	100 28.7
No	79 68.7	170 72.6	249 71.3
Column Total	115 33.0	234 67.0	349 100.0

Corrected Chi Square = 0.41210 with 1 degree of freedom, significance = 0.5209

Raw Chi Square = 0.58965 with 1 degree of freedom, significance = 0.4426

Number of missing observations = 55

MORE EMPHASIS ON THE DEVELOPMENT OF SKILLS

	0-500	Over 500	Row Total
Yes	48	75	123
	41.7	32.1	35.2
No	67	159	226
	58.3	67.9	64.8
Column Total	115	234	349
	33.0	67.0	100.0

Corrected Chi Square = 2.76060 with 1 degree of freedom, significance = 0.0966

Raw Chi Square = 3.17088 with 1 degree of freedom, significance = 0.0750

Number of missing observations = 55

MORE EMPHASIS ON RELATED TECHNICAL INSTRUCTION

	0-500	Over 500	Row Total
Yes	22	37	59
	19.1	15.8	16.9
No	93	197	290
	80.9	84.2	83.1
Column Total	115	234	349
	33.0	67.0	100.0

Corrected Chi Square = 0.39130 with 1 degree of freedom, significance = 0.5316

Raw Chi Square = 0.60446 with 1 degree of freedom, significance = 0.4369

Number of missing observations = 55

MORE EMPHASIS ON VOCATIONAL GUIDANCE

	0-500	Over 500	Row Total
Yes	15	26	41
	13.0	11.1	11.7
No	100	208	308
	87.0	88.9	88.3
Column Total	115	234	349
	33.0	67.0	100.0

Corrected Chi Square = 0.12260 with 1 degree of freedom, significance = 0.7262

Raw Chi Square = 0.27771 with 1 degree of freedom, significance = 0.5982

Number of missing observations = 55

MORE EMPHASIS ON LEADERSHIP DEVELOPMENT

	0-500	Over 500	Row Total
Yes	18	42	60
	15.7	17.9	17.2
No	97	192	289
	84.3	82.1	82.8
Column Total	115	234	349
	33.0	67.0	100.0

Corrected Chi Square = 0.14711 with 1 degree of freedom, significance = 0.7013

Raw Chi Square = 0.28565 with 1 degree of freedom, significance = 0.5930

Number of missing observations = 55

OTHER

	0-500	Over 500	Row Total
Yes	5	20	25
	4.3	8.5	7.2
No	110	214	324
	95.7	91.5	92.8
Column Total	115	234	349
	33.0	67.0	100.0

Corrected Chi Square = 1.46180 with 1 degree of freedom, significance = 0.2266

Raw Chi Square = 2.04448 with 1 degree of freedom, significance = 0.1528

Number of missing observations = 55

C-8

LOOKING BACK ON YOUR VOCATIONAL CAREER ORIENTATION TRAINING, WHAT PART HAS BEEN MOST USEFUL IN YOUR PRESENT OCCUPATION?

Most Useful	0-500	Over 500	Row Total
Classroom Work	26	56	82
	25.2	28.0	27.1
Hands-On Activities	25	38	63
	24.3	19.0	20.8
Laboratory & Visual Training	10	17	27
	9.7	8.5	8.9
Shop Work	29	60	89
	28.2	30.0	29.4
Other	13	29	42
	12.6	14.5	13.9
Column Total	103	200	303
	34.0	66.0	100.0

Chi Square = 1.46309 with 4 degrees of freedom, significance = 0.8332

Number of missing observations = 101

C-9

LOOKING BACK ON YOUR VOCATIONAL CAREER ORIENTATION TRAINING, WHAT PART HAS BEEN LEAST USEFUL IN YOUR PRESENT OCCUPATION?

Least Useful	0-500	Over 500	Row Total
Classroom Work	30 30.	62 32.3	92 31.7
Hands-On Activities	13 13.3	20 10.4	33 11.4
Laboratory & Visual Training	27 27.6	46 24.0	73 25.2
Shop Work	15 15.3	37 19.3	52 17.9
Other	13 13.3	27 14.1	40 13.8
Column Total	98 33.8	192 66.2	290 100.0

Chi Square = 1.45174 with 4 degrees of freedom, significance = 0.8352

Number of missing observations = 114

C-10

IF YOU COULD DO IT OVER AGAIN, WOULD YOU CHOOSE THE SAME OCCUPATION OR TRADE?

Same Occupation or Trade	0-500	Over 500	Row Total
Yes	46 44.2	77 37.7	123 39.9
No	9 8.7	23 11.3	32 10.4
Undecided	49 47.1	104 51.0	153 49.7
Column Total	104 33.8	204 66.2	308 100.0

Chi Square = 1.38804 with 2 degrees of freedom, significance = 0.4996

Number of missing observations = 96

C-11

THINK BACK ON YOUR VOCATIONAL CAREER ORIENTATION TRAINING, DID THE EXPERIENCES YOU GAINED HELP YOU TO MAKE A WISE OCCUPATIONAL CHOICE?

	0-500	Over 500	Row Total
Yes	52	120	172
	52.5	58.3	56.4
No	9	18	27
	9.1	8.7	8.9
Undecided	38	68	106
	38.4	33.0	34.8
Column Total	99	206	305
	32.5	67.5	100.0

Chi Square = 0.95399 with 2 degrees of freedom, significance = 0.6206

Number of missing observations = 99

C-12

LOOKING BACK ON YOUR TRAINING IN SCHOOL, CIRCLE THE VOCATIONAL PROGRAMS YOU HAVE COMPLETED

NONE

	0-500	Over 500	Row Total
Yes	26	40	66
	22.6	17.0	18.9
No	89	195	284
	77.4	83.0	81.1
Column Total	115	235	350
	32.9	67.1	100.0

Corrected Chi Square = 1.23141 with 1 degree of freedom, significance = 0.2671

Raw Chi Dquare = 1.57541 with 1 degree of freedom, significance = 0.2094

Number of missing observations = 54

VOCATIONAL AGRICULTURE

	0-500	Over 500	Row Total
Yes	36	78	114
	31.3	33.2	32.6
No	79	157	236
	68.7	66.8	67.4
Column Total	115	235	350
	32.9	67.1	100.0

Corrected Chi Square = 0.05402 with 1 degree of freedom, significance = 0.8162

Raw Chi Square = 0.12521 with 1 degree of freedom, significance = 0.7235

Number of missing observations = 54

VOCATIONAL BUSINESS

	0-500	Over 500	Row Total
Yes	24 20.9	69 29.4	93 26.6
No	91 79.1	166 70.6	257 73.4
Column Total	115 32.9	235 67.1	350 100.0

Corrected Chi Square = 2.43533 with 1 degree of freedom, significance = 0.1186

Raw Chi Square = 2.85398 with 1 degree of freedom, significance = 0.0911

Number of missing observations = 54

TRADES AND INDUSTRIES

	0-500	Over 500	Row Total
Yes	17 14.8	42 17.9	59 16.9
No	98 85.2	193 82.1	291 83.1
Column Total	115 32.9	235 67.1	350 100.0

Corrected Chi Square = 0.32858 with 1 degree of freedom, significance = 0.5665

Raw Chi Square = 0.52593 with 1 degree of freedom, significance = 0.4683

Number of missing observations = 54

GENERAL COOPERATIVE PROGRAMS

	0-500	Over 500	Row Total
Yes	10 8.7	26 11.1	36 10.3
No	105 91.3	209 88.9	314 89.7
Column Total	115 32.9	235 67.1	350 100.0

Corrected Chi Square = 0.24773 with 1 degree of freedom, significance = 0.6187

Raw Chi Square = 0.46928 with 1 degree of freedom, significance = 0.4933

Number of missing observations = 54

INDUSTRIAL ARTS

	0-500	Over 500	Row Total
Yes	15	53	68
	13.0	22.6	19.4
No	100	182	282
	87.0	77.4	80.6
Column Total	115	235	350
	32.9	67.1	100.0

Corrected Chi Square = 3.87396 with 1 degree of freedom, significance = 0.0490

Raw Chi Square = 4.46078 with 1 degree of freedom, significance = 0.0347

Number of missing observations = 54

OTHER PROGRAMS

	0-500	Over 500	Row Total
Yes	35	79	114
	30.4	33.6	32.6
No	80	156	236
	69.6	66.4	67.4
Column Total	115	235	350
	32.9	67.1	100.0

Corrected Chi Square = 0.22587 with 1 degree of freedom, significance = 0.6347

Raw Chi Square = 0.35603 with 1 degree of freedom, significance = 0.5507

Number of missing observations = 54

C-13

SINCE ENTERING AN OCCUPATION OF YOUR CHOICE, CIRCLE THE BENEFITS THAT YOU HAVE RECEIVED FROM VOCATIONAL CAREER ORIENTATION GUIDANCE.

CAREER PLANNING AND DECISION MAKING

	0-500	Over 500	Row Total
Yes	44	95	139
	38.3	40.6	39.8
No	71	139	210
	61.7	59.4	60.2
Column Total	115	234	349
	33.0	67.0	100.0

Corrected Chi Square = 1.70792 with 1 degree of freedom, significance = 0.1913

Raw Chi Square = 2.03923 with 1 degree of freedom, significance = 0.1533

Number of missing observations = 55

CAREER INFORMATION

	0-500	Over 500	Row Total
Yes	32	83	115
	27.8	35.5	33.0
No	83	151	234
	72.2	64.5	67.0
Column Total	115	234	349
	33.0	67.0	100.0

Corrected Chi Square = 1.70792 with 1 degree of freedom, significance = 0.1913

Raw Chi Square = 2.03923 with 1 degree of freedom, significance = 0.1533

Number of missing observations = 55

FINDING AND KEEPING A JOB

	0-500	Over 500	Row Total
Yes	44	86	130
	38.3	36.8	37.2
No	71	148	219
	61.7	63.2	62.8
Column Total	115	234	349
	33.0	67.0	100.0

Corrected Chi Square = 0.02441 with 1 degree of freedom, significance = 0.8758

Raw Chi Square = 0.07509 with 1 degree of freedom, significance = 0.7841

Number of missing observations = 55

ATTITUDES AND APPRECIATION FOR CAREER SUCCESS

	0-500	Over 500	Row Total
Yes	31	78	109
	27.0	33.3	31.2
No	84	156	240
	73.0	66.7	68.8
Column Total	115	234	349
	33.0	67.0	100.0

Corrected Chi Square = 1.17804 with 1 degree of freedom, significance = 0.2778

Raw Chi Square = 1.45985 with 1 degree of freedom, significance = 0.2270

Number of missing observations = 55

GETTING ALONG WITH OTHERS

	0-500	Over 500	Row Total
Yes	51	106	157
	44.3	45.3	45.0
No	64	128	192
	55.7	54.7	55.0
Column Total	115	234	349
	33.0	67.0	100.0

Corrected Chi Square = 0.00286 with 1 degree of freedom, significance = 0.9574

Raw Chi Square = 0.02820 with 1 degree of freedom, significance = 0.8666

Number of missing observations = 55

UNDERSTANDING SELF, STRENGTHS AND WEAKNESSES

	0-500	Over 500	Row Total
Yes	35	85	120
	30.4	36.3	34.4
No	80	149	229
	69.6	63.7	65.6
Column Total	115	234	349
	33.0	67.0	100.0

Corrected Chi Square = 0.93895 with 1 degree of freedom, significance = 0.3325

Raw Chi Square = 1.18564 with 1 degree of freedom, significance = 0.2762

Number of missing observations = 55

RESPONSIBILITY TO SELF AND OTHERS

	0-500	Over 500	Row Total
Yes	41	100	141
	35.7	42.7	40.4
No	74	134	208
	64.3	57.3	59.6
Column Total	115	234	349
	33.0	67.0	100.0

Corrected Chi Square = 1.32579 with 1 degree of freedom, significance = 0.2496

Raw Chi Square = 1.60648 with 1 degree of freedom, significance = 0.2050

Number of missing observations = 55

ECONOMIC FACTORS

	0-500	Over 500	Row Total
Yes	15	43	58
	13.0	18.4	16.6
No	100	191	291
	87.0	81.6	83.4
Column Total	115	234	349
	33.0	67.0	100.0

Corrected Chi Square = 1.22089 with 1 degree of freedom, significance = 0.2692

Raw Chi Square = 1.58232 with 1 degree of freedom, significance = 0.2084

Number of missing observations = 55

EDUCATION AND CAREER OPPORTUNITIES

	0-500	Over 500	Row Total
Yes	24	74	98
	20.9	31.6	28.1
No	91	160	251
	79.1	68.4	71.9
Column Total	115	234	349
	33.0	67.0	100.0

Corrected Chi Square = 3.89933 with 1 degree of freedom, significance = 0.0483

Raw Chi Square = 4.41580 with 1 degree of freedom, significance = 0.0356

Number of missing observations = 55

NEED FOR ACADEMIC SKILLS

	0-500	Over 500	Row Total
Yes	22	59	81
	19.1	25.2	23.2
No	93	175	268
	80.9	74.8	76.8
Column Total	115	234	349
	33.0	67.0	100.0

Corrected Chi Square = 1.27786 with 1 degree of freedom, significance = 0.2583

Raw Chi Square = 1.60099 with 1 degree of freedom, significance = 0.2058

Number of missing observations = 55

OTHER

	0-500	Over 500	Row Total
Yes	9	22	31
	7.8	9.4	8.9
No	106	212	318
	92.2	90.6	91.1
Column Total	115	234	349
	33.0	67.0	100.0

Corrected Chi Square = 0.08190 with 1 degree of freedom, significance = 0.7747

Raw Chi Square = 0.23651 with 1 degree of freedom, significance = 0.6267

Number of missing observations = 55

C-14

LOOKING BACK ON YOUR VOCATIONAL CAREER ORIENTATION TRAINING, WHAT SUBGOALS DO YOU FEEL WERE THE MOST SIGNIFICANT IN YOUR TRAINING?

GOAL SETTING

Significance	0-500	Over 500	Row Total
Most Significant	36	122	158
	40.9	61.9	55.4
Significant	38	56	94
	43.2	28.4	33.0
Insignificant	14	19	33
	15.9	9.6	11.6
Column Total	88	197	285
	30.9	69.1	100.0

Chi Square = 10.92479 with 2 degrees of freedom, significance = 0.0042

Number of missing observations = 119

LIFESTYLE

Significance	0-500	Over 500	Row Total
Most Significant	27	75	102
	31.4	40.5	37.6
Significant	48	87	135
	55.8	47.0	49.8
Insignificant	11	23	34
	12.8	12.4	12.5
Column Total	86	185	271
	31.7	68.3	100.0

Chi Square = 2.22048 with 2 degrees of freedom, significance = 0.3295

Number of missing observations = 133

DECISION-MAKING

Significance	0-500	Over 500	Row Total
Most Significant	50	127	177
	54.3	65.5	61.9
Significant	35	52	87
	38.0	26.8	30.4
Insignificant	7	15	22
	7.6	7.7	7.7
Column Total	92	194	286
	32.2	67.8	100.0

Chi Square = 3.83875 with 2 degrees of freedom, significance = 0.1467

Number of missing observations = 118

OCCUPATIONAL SUPPLY AND DEMAND

Significance	0-500	Over 500	Row Total
Most Significant	15	48	63
	17.6	26.2	23.5
Significant	45	88	133
	52.9	48.1	49.6
Insignificant	25	47	72
	29.4	25.7	26.9
Column Total	85	183	268
	31.7	68.3	100.0

Chi Square = 2.39456 with 2 degrees of freedom, significance = 0.3020

Number of missing observations = 136

CAREER INFORMATION

Significance	0-500	Over 500	Row Total
Most Significant	46	82	128
	51.7	42.3	45.2
Significant	36	87	123
	40.4	44.8	43.5
Insignificant	7	25	32
	7.9	12.9	11.3
Column Total	89	194	283
	31.4	68.6	100.0

Chi Square = 2.82805 with 2 degrees of freedom, significance = 0.2432

Number of missing observations = 121

JOB CHARACTERISTICS

Significance	0-500	Over 500	Row Total
Most Significant	35	68	103
	41.7	36.2	37.9
Significant	37	89	126
	44.0	47.3	46.3
Insignificant	12	31	43
	14.3	16.5	15.8
Column Total	84	188	272
	30.9	69.1	100.0

Chi Square = o.77743 with 2 degrees of freedom, significance = 0.6779

Number of missing observations = 132

NEEDS AND INTERESTS

Significance	0-500	Over 500	Row Total
Most Significant	29	80	109
	33.3	44.0	40.5
Significant	48	76	124
	55.2	41.8	46.1
Insignificant	10	26	36
	11.5	14.3	13.4
Column Total	87	182	269
	32.3	67.7	100.0

Chi Square = 4.27966 with 2 degrees of freedom, significance = 0.1177

Number of missing observations = 135

JOB INTERVIEW SKILLS

Significance	0-500	Over 500	Row Total
Most Significant	41	93	134
	45.6	49.7	48.4
Significant	32	60	92
	35.6	32.1	33.2
Insignificant	17	34	51
	18.9	18.2	18.4
Column Total	90	187	277
	32.5	67.5	100.0

Chi Square = 0.45591 with 2 degrees of freedom, significance = 0.7962

Number of missing observations = 127

JOB RETENTION SKILLS

Significance	0-500	Over 500	Row Total
Most Significant	15	44	59
	18.8	24.3	22.6
Significant	43	86	129
	53.8	47.5	49.4
Insignificant	22	51	73
	27.5	28.2	28.0
Column Total	80	181	261
	30.7	69.3	100.0

Chi Square = 1.20415 with 2 degrees of freedom, significance = 0.5477

Number of missing observations = 143

WORK ATTITUDES

Significance	0-500	Over 500	Row Total
Most Significant	71	134	205
	77.2	70.9	73.0
Significant	16	43	59
	17.4	22.8	21.0
Insignificant	5	12	17
	5.4	6.3	6.0
Column Total	92	189	281
	32.7	67.3	100.0

Chi Square = 1.26615 with 2 degrees of freedom, significance = 0.5310

Number of missing observations = 123

APPRECIATION FOR QUALITY WORK

Significance	0-500	Over 500	Row Total
Most Significant	47	115	162
	53.4	62.5	59.6
Significant	35	52	87
	39.8	28.3	32.0
Insignificant	6	17	23
	6.8	9.2	8.5
Column Total	88	184	272
	32.4	67.6	100.0

Chi Square = 3.70510 with 2 degrees of freedom, significance = 0.1568

Number of missing observations = 132

INTERPERSONAL RELATIONSHIPS

Significance	0-500	Over 500	Row Total
Most Significant	20	59	79
	23.8	32.4	29.7
Significant	45	88	133
	53.6	48.4	50.0
Insignificant	19	35	54
	22.6	19.2	20.3
Column Total	84	182	266
	31.6	68.4	100.0

Chi Square = 2.07216 with 2 degrees of freedom, significance = 0.3548

Number of missing observations = 138

HUMAN RELATIONSHIPS

Significance	0-500	Over 500	Row Total
Most Significant	42	93	135
	45.2	49.7	48.2
Significant	49	75	124
	52.7	40.1	44.3
Insignificant	2	19	21
	2.2	10.2	7.5
Column Total	93	187	280
	33.2	66.8	100.0

Chi Square = 7.80240 with 2 degrees of freedom, significance = 0.0202

Number of missing observations = 124

GROUP DYNAMICS SKILLS

Significance	0-500	Over 500	Row Total
Most Significant	11	35	46
	13.3	19.6	17.6
Significant	47	81	128
	56.6	45.3	48.9
Insignificant	25	63	88
	30.1	35.2	33.6
Column Total	83	179	262
	31.7	68.3	100.0

Chi Square = 3.21863 with 2 degrees of freedom, significance = 0.2000

Number of missing observations = 142

PROBLEM SOLVING

Significance	0-500	Over 500	Row Total
Most Significant	40	86	126
	45.5	46.2	46.0
Significant	40	78	118
	45.5	41.9	43.1
Insignificant	8	22	30
	9.1	11.8	10.9
Column Total	88	186	274
	32.1	67.9	100.0

Chi Square = 0.58845 with 2 degrees of freedom, significance = 0.7451

Number of missing observations = 130

SELF-UNDERSTANDING

Significance	0-500	Over 500	Row Total
Most Significant	54	111	165
	59.3	60.3	60.0
Significant	28	52	80
	30.8	28.3	29.1
Insignificant	9	21	30
	9.9	11.4	10.9
Column Total	91	184	275
	33.1	66.9	100.0

Chi Square = 0.27099 with 2 degrees of freedom, significance = 0.8733

Number of missing observations = 129

CAREER INTERESTS AND CAPABILITIES

Significance	0-500	Over 500	Row Total
Most Significant	33	89	122
	37.5	48.4	44.9
Significant	43	77	120
	48.9	41.8	44.1
Insignificant	12	18	30
	13.6	9.8	11.0
Column Total	88	184	272
	32.4	67.6	100.0

Chi Square = 3.03381 with 2 degrees of freedom, significance = 0.2194

Number of missing observations = 132

WORK RESPONSIBILITY

Significance	0-500	Over 500	Row Total
Most Significant	60	147	207
	63.8	77.0	72.6
Significant	31	34	65
	33.0	17.8	22.8
Insignificant	3	10	13
	3.2	5.2	4.6
Column Total	94	191	285
	33.0	67.0	100.0

Chi Square = 8.43610 with 2 degrees of freedom, significance = 0.0147

Number of missing observations = 119

POLITICAL AND SOCIAL ATTITUDES

Significance	0-500	Over 500	Row Total
Most Significant	22	37	59
	25.9	20.3	22.1
Significant	38	78	116
	44.7	42.9	43.4
Insignificant	25	67	92
	29.4	36.8	34.5
Column Total	85	182	267
	31.8	68.2	100.0

Chi Square = 1.77517 with 2 degrees of freedom, significance = 0.4116

Number of missing observations = 137

EFFECTS OF TECHNOLOGY

Significance	0-500	Over 500	Row Total
Most Significant	11	31	42
	13.3	17.0	15.8
Significant	46	78	124
	55.4	42.9	46.8
Insignificant	26	73	99
	31.3	40.1	37.4
Column Total	83	182	265
	31.3	68.7	100.0

Chi Square = 3.61457 with 2 degrees of freedom, significance = 0.1641

Number of missing observations = 139

WORKER INTERDEPENDENCE

Significance	0-500	Over 500	Row Total
Most Significant	23 26.7	56 30.9	79 29.6
Significant	46 53.5	95 52.5	141 52.8
Insignificant	17 19.8	30 16.6	47 17.6
Column Total	86 32.2	181 67.8	267 100.0

Chi Square = 0.69547 with 2 degrees of freedom, significance = 0.7063

Number of missing observations = 137

USE OF MONEY AND RESOURCE

Significance	0-500	Over 500	Row Total
Most Significant	41 45.6	110 57.3	151 53.5
Significant	39 43.3	54 28.1	93 33.0
Insignificant	10 11.1	28 14.6	38 13.5
Column Total	90 31.9	192 68.1	282 100.0

Chi Square = 6.42204 with 2 degrees of freedom, significance = 0.0403

Number of missing observations = 122

SUPPLY AND DEMAND

Significance	0-500	Over 500	Row Total
Most Significant	22 26.2	62 34.1	84 31.6
Significant	47 56.0	87 47.8	134 50.4
Insignificant	15 17.9	33 18.1	48 18.0
Column Total	84 31.6	182 68.4	266 100.0

Chi Square = 1.88906 with 2 degrees of freedom, significance = 0.3889

Number of missing observations = 138

EDUCATION AND CAREERS

Significance	0-500	Over 500	Row Total
Most Significant	54	124	178
	59.3	64.6	62.9
Significant	31	60	91
	34.1	31.3	32.2
Insignificant	6	8	14
	6.6	4.2	4.9
Column Total	91	192	283
	32.2	67.8	100.0

Chi Square = 1.15699 with 2 degrees of freedom, significance = 0.5607

Number of missing observations = 121

LEARNING EXPERIENCE AND CAREERS

Significance	0-500	Over 500	Row Total
Most Significant	50	108	158
	56.8	58.4	57.9
Significant	30	60	90
	34.1	32.4	33.0
Insignificant	8	17	25
	9.1	9.2	9.2
Column Total	88	185	273
	32.2	67.8	100.0

Chi Square = 0.07546 with 2 degrees of freedom, significance = 0.9630

Number of missing observations = 131

NONTRADITIONAL WORK ROLE

Significance	0-500	Over 500	Row Total
Most Significant	7	17	24
	8.1	9.2	8.9
Significant	48	84	132
	55.8	45.7	48.9
Insignificant	31	83	114
	36.0	45.1	42.2
Column Total	86	184	270
	31.9	68.1	100.0

Chi Square = 2.45754 with 2 degrees of freedom, significance = 0.2927

Number of missing observations = 134

LABOR LAWS PROTECTING WORKERS' RIGHTS

Significance	0-500	Over 500	Row Total
Most Significant	35 40.7	66 35.9	101 37.4
Significant	34 39.5	60 32.6	94 34.8
Insignificant	17 19.8	58 31.5	75 27.8
Column Total	86 31.9	184 68.1	270 100.0

Chi Square = 4.08785 with 2 degrees of freedom, significance = 0.1295

Number of missing observations = 134

Section II. GRADUATES AND DROP-OUTS

B. DURING ENROLLMENT IN VOCATIONAL CAREER ORIENTATION

To answer the questions in this section, you need to think back to the time DURING YOUR ENROLLMENT IN VOCATIONAL CAREER ORIENTATION. Read each question and the directions for that question, and then give your answer.

B-1 WHAT YEAR DID YOU GRADUATE OR DROP OUT OF SCHOOL

Year Graduated	0-500	Over 500	Row Total
1976	0 0.0	1 1.0	1 0.7
1977	1 2.2	0 0.0	1 0.7
1978	2 4.4	5 5.1	7 4.9
1979	9 20.0	13 13.1	22 15.3
1980	14 31.1	24 24.2	38 26.4
1981	10 22.2	28 28.3	38 26.4
1982	4 8.9	17 17.2	21 14.6
1983	4 8.9	10 10.1	14 9.7
1984	1 2.2	0 0.0	1 0.7
1985	0 0.0	1 1.0	1 0.7
Column Total	45 31.3	99 68.8	144 100.0

Chi Square = 8.77374 with 9 degrees of freedom, significance = 0.4584

Number of missing observations = 260

YEAR DROPPED OUT OF SCHOOL

Year Dropped Out	0-500	Over 500	Row Total
1975	0	1	1
	0.0	7.1	4.3
1976	3	3	6
	33.3	21.4	26.1
1978	0	2	2
	0.0	14.3	8.7
1979	4	5	9
	44.4	35.7	39.1
1980	2	2	4
	22.2	14.3	17.4
1981	0	1	1
	0.0	7.1	4.3
Column Total	9	14	23
	39.1	60.9	100.0

Chi Square = 3.17416 with 5 degrees of freedom, significance = 0.6732

Number of missing observations = 381

B-2

APPLIES ONLY TO DROP-OUTS

WHAT WAS THE REASON FOR DROPPING OUT OF SCHOOL?

Reason	0-500	Over 500	Row Total
Grades (Poor scholarship)	2	0	2
	16.7	0.0	8.7
Satisfied with decision	1	0	1
	8.3	0.0	4.3
Money Problems	1	2	3
	8.3	18.2	13.0
Pregnancy	2	2	4
	16.7	18.2	17.4
Lost Self-Respect	0	2	2
	0.0	18.2	8.7
Not interested in school: (absenteeism, disciplinary problems)	3	1	4
	25.0	9.1	17.4
Employment: (Armed Services)	1	1	2
	8.3	9.1	8.7
Marriage	1	0	1
	8.3	0.0	4.3
Poor school offerings	0	1	1
	0.0	9.1	4.3
Poor student-teacher-counselor relationship	1	2	3
	8.3	18.2	13.0
Column Total	12	11	23
	52.2	47.8	100.0

Chi Square = 8.63952 with 9 degrees of freedom, significance = 0.4712

Number of missing observations = 381

B-2

WHAT WAS THE REASON FOR DROPPING OUT OF VOCATIONAL CAREER ORIENTATION?

Reason	0-500	Over 500	Row Total
Grades (Poor Scholarship)	2 16.7	0 0.0	2 9.1
Satisfied with decision	1 8.3	0 0.0	1 4.5
Money Problems	1 8.3	2 20.0	3 13.6
Pregnancy	2 16.7	1 10.0	3 13.6
Lost Self-Respect	0 0.0	1 10.0	1 4.5
Not interested in school: (absenteeism, disciplinary problems)	4 33.3	0 0.0	4 18.2
Employment: (Armed Services)	1 8.3	3 30.0	4 18.2
Poor school offerings	0 0.0	1 10.0	1 4.5
Scheduling	1 8.3	2 20.0	3 13.6
Column Total	12 54.5	10 45.5	22 100.0

Chi Square = 10.90833 with 8 degrees of freedom, significance = 0.2069

Number of missing observations = 382

B-3

IF YOU DROPPED OUT OF SCHOOL, ARE YOU SATISFIED OR DISSATISFIED WITH YOUR DECISION?

Decision	0-500	Over 500	Row Total
Dissatisfied	7 58.3	8 57.1	15 57.7
Satisfied	5 41.7	6 47.9	11 42.3
Column Total	12 46.2	14 53.8	26 100.0

Corrected Chi Square = 0.00000 with 1 degree of freedom, significance = 1.0000

Raw Chi Square = 0.00375 with 1 degree of freedom, significance = 0.9512

Number of missing observations = 378

Section III. JOB PLACEMENT

C. SINCE COMPLETING VOCATIONAL CAREER ORIENTATION

To answer questions in this section. you need to think back to the time when you COMPLETED VOCATIONAL CAREER ORIENTATION. **Read each question and the directions for that question, and then give your answer.**

C-1 LOOKING BACK ON YOUR TRAINING IN VOCATIONAL CAREER ORIENTATION, WHAT WAS THE CHIEF DIFFICULTY YOU EXPERIENCED IN JOB PLACEMENT? Circle only one.

Chief Difficulty	0-500	Over 500	Row Total
Student training was not recognized by employers	13 20.3	28 18.3	41 18.9
Employers were not interested in youth	13 20.3	47 30.7	60 27.6
Student did not have enoygh skill or training for job	24 37.5	50 32.7	74 34.1
Other	14 21.9	28 18.3	42 19.4
Column Total	64 29.5	153 70.5	217 100.0

Chi Square = 2.46935 with 3 degrees of freedom, significance = 0.4809

Number of missing observations = 187

C-2

IN YOUR FIRST EMPLOYMENT, EXACTLY WHAT SATISFIED YOU THE MOST ABOUT THE JOB?

Most Satisfaction	0-500	Over 500	Row Total
Working with others to do the job.	21 33.9	35 23.5	56 26.5
Completing the work by yourself.	9 14.5	24 16.1	33 15.6
Respect from others because you did the job.	6 9.7	33 22.1	39 18.5
Having a supervisor ready to help when you need it.	17 27.4	29 19.5	46 21.8
Directing other people on the job.	1 1.6	6 4.0	7 3.3
Other	8 12.9	22 14.8	30 14.2
Column Total	62 29.4	149 70.6	211 100.0

Chi Square = 7.67918 with 5 degrees of freedom, significance = 0.1748

Number of missing observations = 193

C-3

WHAT HAS BEEN THE CHIEF DIFFICULTY YOU HAVE EXPERIENCED IN YOUR PRESENT OCCUPATION OR JOB?

Chief Difficulty	0-500	Over 500	Row Total
No particular difficulty.	30	77	107
	52.6	52.7	52.7
Insufficient training about choosing an occupation or job.	4	4	8
	7.0	2.7	3.9
Insufficient experience.	2	5	7
	3.5	3.4	3.4
Adjustment to working conditions.	10	18	28
	17.5	12.3	13.8
Personality conflict with fellow workers.	2	5	7
	3.5	3.4	3.4
Personality conflict with supervisory personnel.	1	8	9
	1.8	5.5	4.4
Other	8	29	37
	14.0	19.9	18.2
Column Total	57	146	203
	28.1	71.9	100.0

Chi Square = 4.76075 with 6 degrees of freedom, significance = 0.5748

Number of missing observations = 201

C-4

WHAT IS YOUR YEARLY INCOME?

Income	0-500	Over 500	Row Total
Under $4,999.00	34	96	130
	73.9	82.1	79.8
$5,000.00 - $7,999.00	9	13	22
	19.6	11.1	13.5
$8,000.00 - $9,999.00	1	4	5
	2.2	3.4	3.1
$10,000.00 - $11,999.00	1	2	3
	2.2	0.9	1.8
$12,000.00 - $14,999.00	1	1	2
	2.2	0.9	1.2
Above $15,000.00	0	1	1
	0.0	0.9	0.6
Column Total	46	117	163
	28.2	71.8	100.0

Chi Square = 3.08967 with 5 degrees of freedom, significance = 0.6862

Number of missing observations = 241

C-5

WHAT IS YOUR EXPECTED EMPLOYMENT LIFE?

Employment Years	0-500	Over 500	Row Total
1-9	18 30.5	39 26.2	57 27.4
10-19	6 10.2	16 10.7	22 10.6
20-30	10 16.9	29 19.5	39 18.8
Over 30	25 42.4	65 43.6	90 43.3
Column Total	59 28.4	149 71.6	208 100.0

Chi Square = 0.46037 with 3 degrees of freedom, significance = 0.9275

Number of missing observations = 196

Section IV. LEADERSHIP AND SCHEDULING

B. DURING ENROLLMENT IN VOCATIONAL CAREER ORIENTATION

To answer the questions in this section, you need to think back to the time DURING YOUR ENROLLMENT IN VOCATIONAL CAREER ORIENTATION. Read each question and the directions for that question, and then give your answer.

B-1 DO YOU THINK VOCATIONAL CAREER ORIENTATION SHOULD BE REQUIRED OF ALL STUDENTS

Required	0-500	Over 500	Row Total
Yes	95 82.6	176 75.2	271 77.7
No	20 17.4	58 24.8	78 22.3
Column Total	115 33.0	234 67.0	349 100.0

Corrected Chi Square = 2.02228 with 1 degree of freedom, significance = 0.1550

Raw Chi Square = 2.42971 with 1 degree of freedom, significance = 0.1191

Number of missing observations = 55

B-2

HOW LONG DID YOU STUDY VOCATIONAL CAREER ORIENTATION IN SCHOOL?

Semester	0-500	Over 500	Row Total
One semester	29	56	85
	26.1	25.1	25.4
Two semesters	82	167	249
	73.9	74.9	74.6
Column Total	111	223	334
	33.2	66.8	100.0

Corrected Chi Square = 0.00450 with 1 degree of freedom, significance = 0.9465

Raw Chi Square = 0.04017 with 1 degree of freedom, significance = 0.8412

Number of missing observations = 70

B-3

DID YOU RECEIVE YOUR VOCATIONAL CAREER ORIENTATION TRAINING IN A PART-TIME OR FULL-TIME COMPREHENSIVE PROGRAM?

Part-time	0-500	Over 500	Row Total
Vocational Agriculture	25	52	77
	24.3	24.9	24.7
Home Economics	21	27	48
	20.4	12.9	15.4
Business Education	10	28	38
	9.7	13.4	12.2
Full-time			
Vocational Career Orientation	47	102	149
	45.6	48.8	47.8
Column Total	103	209	312
	33.0	67.0	100.0

Chi Square = 3.42881 with 3 degrees of freedom, significance = 0.3301

Number of missing observations = 92

B-4

DID THE SCHOOL COUNSELOR ASSIST YOU IN PREPARING YOUR CLASS SCHEDULE WITH YOUR TENTATIVE OCCUPATION IN MIND?

	0-500	Over 500	Row Total
Yes	41 37.6	100 44.2	141 42.1
No	68 62.4	126 55.8	194 57.9
Column Total	109 32.5	226 67.5	335 100.0

Corrected Chi Square = 1.06919 with 1 degree of freedom, significance = 0.3011

Raw Chi Square = 1.32737 with 1 degree of freedom, significance = 0.2493

Number of missing observations = 69

B-5

LOOKING BACK ON YOUR TRAINING IN VOCATIONAL CAREER ORIENTATION, DID THE SCHOOL PRINCIPAL SUPPORT THE PROGRAM AND CLUB ACTIVITIES SPONSORED BY VOCATIONAL CAREER ORIENTATION?

	0-500	Over 500	Row Total
Yes	92 81.4	182 80.9	274 81.1
No	21 18.6	43 19.1	64 18.9
Column Total	113 33.4	225 66.6	338 100.0

Corrected Chi Square = 0.00000 with 1 degree of freedom, significance = 1.0000

Raw Chi Square = 0.01361 with 1 degree of freedom, significance = 0.9071

Number of missing observations = 66

B-6

WHAT IS YOUR TOTAL SCHOOL ENROLLMENT

Enrollment	0-500	Over 500	Row Total
Less than 500	115 100.0	0 0.0	115 32.9
Over 500	0 0.0	235 100.0	235 67.1
Column Total	115 32.9	235 67.1	350 100.0

Corrected Chi Square = 345,48184 with 1 degree of freedom, significance = 0.0000

Raw Chi Square = 350.00000 with 1 degree of freedom, significance = 0.0000

Number of missing observations = 54